Tennessee State
Special Education
Framework 2014
Implementation Guide
Tennessee Special Education: Implementation Manual 2014-15

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**Component 1 Resources: General Instructionally Appropriate IEP Information**

**Sample Letter Inviting Parents/Guardians to IEP Meeting**

(Edit to fit the particular conditions of the student's IEP meeting and print on school letterhead)

(Date)

Dear (Parent/Guardian Name):

You are invited to attend a meeting to develop your son/daughter's Individualized Education Program (IEP). The meeting will be held at (date/time) in (location). One of the purposes of the meeting is to develop (student's name) Statement of Transition Service Needs and, if appropriate, a Statement of Needed Transition Services. Based on (student’s) preferences, needs, and interests, we will be discussing the courses and activities both in and outside of school that will help him/her reach his/her career goals and participate in the post-school activities of his/her choice.

Along with you and student, we have invited the following people to attend this meeting:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Agency</th>
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You may also invite other individuals who have knowledge or special expertise regarding your son or daughter's educational needs.*

During this meeting, we will:

- Discuss your son/daughter's post-school goals and need for post-school services, supports or programs.
- Develop a plan for the next school year that describes your son/daughter's post-school goals and the courses, activities, agencies and people who will help your student achieve these post-school goals.
- Determine the courses, educational experiences, school and community activities to help your son/daughter attain his/her post-school goals.

Please let me know whether the date and time are convenient for you by returning the attached response slip to me by (date). Also, please let me know if there are other people you will be inviting (or would like me to invite) to (student's) IEP meeting and I will facilitate the arrangements for the meeting.*

If you have any questions about this letter or the meeting, please give me a call at ____________.

We look forward to working with you to help (student) attain his/her personal and professional goals.

Sincerely, (Name/Title)

* If your son or daughter has been granted, under state laws, the rights of majority these paragraphs do not apply to you.
Parent/Guardian Response to IEP Meeting Invitation

[ ] Yes, I will attend the IEP meeting on ____________ (date) at _____________(time) in room ____________.

[ ] Yes, I would like to attend ____________'s (Student’s Name) IEP meeting, but please contact me at the following telephone number ____________ to reschedule.

[ ] No, I would not like to attend my IEP meeting, but I wish to share my input about ________________'s (Student’s Name) long-term post-school interests and goals with you prior to the meeting and assist with planning for his/her future. Please contact me at the following number: ________________

_________________________________________  __________________________
Signature                      Date
Student Input/Post-School Survey

Student Name: _______________________________ Date: __________________

Your Individual Educational Program (IEP) Committee will be meeting on ____________ at ___________ in ______________________.

Please answer the following questions to provide us with information for your IEP.

Please return to ________________________________ by _____________________.

1. What is your goal for this school year? (Example: As and Bs on my report card, study more)

2. What are your hobbies and interests outside of school? (Example: reading, movies, golf)

3. Do you work or volunteer at a job now? If so, what is it?

4. What do you want to do after high school? (Example: go to college to study marine biology)

5. What job do you want to get after you finish your education?

6. Where do you plan to live after high school? (Example: my parents’ house, college dorm)

What accommodations are you using in your classes now?

_____ Extra time to complete assignments  _____ Take tests in separate location

_____ Shortened assignments  _____ Hard copy of notes given to me

_____ Extra time to complete tests  _____ Someone reads the test to me

_____ Answers are written by the teacher  _____ Other ________________________

Do you have more information you wish to share with us in drafting your IEP? If you need more space, write it on the back of this page.

Adapted from: https://excentonline.brevard.k12.fl.us/ExcentIEPweb/Resource.htm
Sample IEP Best Practices Checklist

1) I know who is required to attend the IEP meeting (parent, general education teacher, special education teacher, representative of the district, individual who can interpret the instructional implications of evaluation results, others with knowledge or special expertise such as an English as a Second Language teacher, and the student).
☐ Yes  ☐ No

2) Prior to the IEP meeting, I make sure every party is informed of the meeting time and date well in advance, send a reminder close to the meeting time, and make sure each person who will be present at the meeting knows their roles ahead of time.  ☐ Yes  ☐ No

3) I create a data folder for each student including all formal and informal assessments, progress monitoring, intervention logs, work samples, and other materials for writing the student’s present level of performance, noting areas in which additional data are needed.
☐ Yes  ☐ No

4) When writing the student’s present levels of educational performance, I use multiple sources of meaningful data, both summative and formative, and address all areas of exceptionality with a narrative explaining the educational impact on grade-level Common Core State Standards.  ☐ Yes  ☐ No

5) I make sure the present levels of educational performance are well-written so that each member of the IEP team knows exactly what the student’s abilities and challenges are (e.g. objective, measurable, easy-to-understand; establishes a basis for the other components of the IEP; provides a starting point for goal development; articulates any gaps between the student’s grade level expectations and demonstrated performance).  ☐ Yes  ☐ No

6) I make sure the measurable annual goals address the student’s individual needs and are aligned with individual specific areas of deficit.  ☐ Yes  ☐ No

7) I look at assistive technology as well as other supports and related services that will help the student with specific tasks and goals, considering their specific individual needs.  ☐ Yes  ☐ No

8) I ensure the team selects academic and behavioral interventions that are supported by research and are skill based.  ☐ Yes  ☐ No

9) When selecting the placement for the student, if the student is not 100% in the general education curriculum, I address why he/she is not, referring to the student’s present level of educational performance, measurable annual goals, and the services needed to meet these goals.  ☐ Yes  ☐ No

10) When determining the best measure of monitoring progress, I consider what is most appropriate to allow the student to demonstrate his/her growth.  ☐ Yes  ☐ No
School Record of Attempts to Contact Parents

___EVALUATION  ___REEVALUATION  ___CONSENT FOR IEP IMPLEMENTATION

Student: ______________________________________ School: ______________________

Student ID #: _________________________

Name parent/guardian: _______________________________________________________________________

Date of most recent conference:________________________

Procedures used to notify parents:
1. Correspondence sent and date(s):
   Please attach a copy.

2. Telephone calls:

3. Home/employment visits:

4. Other attempts:

To the best of my knowledge, the above information is accurate and indicates all our attempts to contact the parents regarding written permission for evaluation.

Signature of School Representative: ______________________________________________________
Date __________________________
# IEP Checklist

**Student Name:** __________________

**School:** ______________________

**Year:** ______________

<table>
<thead>
<tr>
<th>General Overview</th>
<th>Yes/No and Comments</th>
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<tbody>
<tr>
<td><strong>IEP committee includes all required participants</strong></td>
<td></td>
</tr>
<tr>
<td>a. Teacher</td>
<td></td>
</tr>
<tr>
<td>b. Individual responsible for providing or supervising special education (administrator/admin. designee)</td>
<td></td>
</tr>
<tr>
<td>c. Parent</td>
<td></td>
</tr>
<tr>
<td>d. Related Services Provider*</td>
<td></td>
</tr>
<tr>
<td>e. Student—required after age 14*</td>
<td></td>
</tr>
<tr>
<td>f. Evaluator*</td>
<td></td>
</tr>
<tr>
<td><strong>IEP includes all required components</strong></td>
<td></td>
</tr>
<tr>
<td>a. Present levels of educational performance</td>
<td></td>
</tr>
<tr>
<td>b. Annual goals</td>
<td></td>
</tr>
<tr>
<td>c. Short-term objectives</td>
<td></td>
</tr>
<tr>
<td>d. Objective criteria and evaluation procedures</td>
<td></td>
</tr>
<tr>
<td>e. Services (special education and related)</td>
<td></td>
</tr>
<tr>
<td>f. Extent of participation in general ed. program</td>
<td></td>
</tr>
<tr>
<td>g. Projected date of initiation and duration of services</td>
<td></td>
</tr>
<tr>
<td>h. Transition plan</td>
<td></td>
</tr>
<tr>
<td>Parent signature (or evidence of contacts is attached)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Level of Educational Performance (PLEP)</th>
<th>Yes/No and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Based on information gathered from a combination of diagnostic procedures</strong></td>
<td></td>
</tr>
<tr>
<td>a. Formal testing</td>
<td></td>
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<tr>
<td>b. Informal testing</td>
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<tr>
<td>c. Observation(s)</td>
<td></td>
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<tr>
<td>d. Samples of the student’s work</td>
<td></td>
</tr>
<tr>
<td>e. Case history/current educational records</td>
<td></td>
</tr>
<tr>
<td>f. Parent observations/information</td>
<td></td>
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<tr>
<td>g. Feedback from student—required after 14</td>
<td></td>
</tr>
<tr>
<td>Names and dates of instruments used to collect/document information</td>
<td></td>
</tr>
<tr>
<td>Scores and ratings are explained</td>
<td></td>
</tr>
<tr>
<td>Information is current (within one year)</td>
<td></td>
</tr>
<tr>
<td>Contains statements on instructional needs</td>
<td></td>
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<tr>
<td>Contains statements on learning style</td>
<td></td>
</tr>
<tr>
<td>Contains statements on instructional material(s) that have/haven’t been used successfully with the student</td>
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<tr>
<td>Information is instructionally relevant</td>
<td></td>
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<tr>
<td>Does each performance area described begin with the student’s strengths and conclude with need(s)?</td>
<td></td>
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<tr>
<td>Written in understandable language (avoids acronyms,</td>
<td></td>
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Abbreviations, jargon

Addresses how the student's disability affects the student's involvement and progress in the general education curriculum
Lists strengths of the student related to each problem area
Lists weaknesses of the student related to each problem area

<table>
<thead>
<tr>
<th>Annual Goals (required)</th>
<th>Yes/No and Comments</th>
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<tbody>
<tr>
<td><strong>Goals are clear, measurable, &amp; understandable</strong></td>
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<tr>
<td>a. not vague or ambiguous</td>
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<tr>
<td>b. avoids education jargon</td>
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<tr>
<td>c. states how progress toward the goal will be measured</td>
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<tr>
<td>Positively stated</td>
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<tr>
<td>At least one goal for each area of need as stated in the PLEP</td>
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</tr>
<tr>
<td>Goal is justified on the basis of the information in the PLEP</td>
<td></td>
</tr>
<tr>
<td>Goal is practical and relevant to the student's academic, social, and vocational needs</td>
<td></td>
</tr>
<tr>
<td>Goal is practical and relevant when the student’s age and remaining school years are considered</td>
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<tr>
<td>Goal can be accomplished within one year</td>
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<tr>
<td>Goal enables the student to be involved in and progress in the general education curriculum</td>
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<tr>
<td>Goal meets student's other educational needs that result from the student's disability</td>
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<tr>
<th>Service Area</th>
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<tr>
<td><strong>Identified Area of Need?</strong> (Yes/No)</td>
<td><strong>Service Offered?</strong></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
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<tr>
<td>Written Expression</td>
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<tr>
<td>Math Computation</td>
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<tr>
<td>Math Application</td>
<td></td>
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<tr>
<td>Work Behaviors</td>
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Adapted from: [http://www.vcu.edu/ttac/images/IEP_checklist.pdf](http://www.vcu.edu/ttac/images/IEP_checklist.pdf)
# District IEP Team Assignment of Roles and Responsibilities

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<tr>
<th>Role</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Parents/guardians</td>
<td>Represent parental concerns and provide informative feedback for communication and support.</td>
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<tr>
<td>Student</td>
<td>Participate actively by communicating preferences, interests in regards to careers after high school, areas of strengths, needs for accommodations, modifications, and supports. Also help develop measurable annual goals.</td>
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| Administrators/Supervisors or Designee | Assist in:  
  - identifying, evaluating, selecting, and adopting materials and resources to establish and maintain procedures for high-quality instruction and intervention;  
  - developing assessment protocols and fidelity monitoring;  
  - and determining guidelines for assessing, planning, and delivering appropriate professional development. |
| Administrators                       | Assist in establishing and maintaining procedures for instruction and intervention practices, assessment protocols, scheduling, fidelity monitoring, and guidelines for assessing, planning, and delivering appropriate professional development. |
| Educational Staff                   | Evaluate established procedures for:  
  - delivering high-quality instruction and intervention;  
  - administering and analyzing of appropriate assessments;  
  - delivering instruction and intervention with high levels of fidelity;  
  - and participating in assessing, planning, and attending/facilitating in appropriate professional development sessions for the purpose of ensuring success of all students. |
| Specialists                          | The specialist serves the district to help evaluate established procedures for delivering high-quality instruction and intervention and make appropriate recommendations for successful implementation. |
| Related Service Specialists          | Provide additional relevant information regarding the student’s strengths, areas to improve, and service needs.                                                                   |
| Teachers of English Learners (ESL)   | Serve students’ whose native language is not English; deliver an appropriate program to teach English; deliver high-quality instruction and intervention; participate in appropriate professional development to ensure instructional consistency; and facilitate administration of assessment for accurate decision making. |
IEP Preparation and Meeting Checklist for Parents

Before the meeting:

1. Review records
   - Ask school in writing for copy of current IEP.
   - Review goals on current IEP.
   - Ask school district in writing to review records at district office.
   - Contact school psychologist to get explanation of assessments prior to IEP meeting.
   - Ask school district for summaries of any standardized tests your child has taken this year.
   - Review all assessment results carefully.

2. Think about your child:
   - Consider your vision for your child in the future, as well as for the next school year.
   - List your child's strengths, needs and interests.
   - Talk to your child and find out what they like best and least about school.
   - Think about your child's education progress, what has been working and what has not.
   - Brainstorm with people (teacher, friend, family members, tutor, therapist, and consultant) to get some ideas before the meeting.
   - Consider ways of involving your child in developing his or her IEP.

3. Areas of need
   - List your major concerns about your child's education.
   - Consider how your child's disability affects his or her education.

4. Thinking about the IEP meeting
   - Listen for early signs of problems
   - Gather all facts and information
   - Listen carefully to your child’s responses

At the IEP Meeting:

1. Formal and informal assessments reviewed to identify strengths, performance gaps (weaknesses), present levels of performance, and needs:
   - Discuss student's strengths/ preferences/ interests.
   - Discuss what helps your child to learn.
   - Discuss what limits or interferes with your child's ability to learn.
   - Discuss that you feel observations of your child do or do not accurately represent his/her performance.
   - Have team review results from any district-wide assessments and/or individual assessments.
   - Include statement of your child’s present levels of education performance including a written statement of strengths and weaknesses in IEP.

2. List how the disability impacts the student academically and socially (includes behavior) in the school setting
   - Document how your child's disability affects his or her ability to be involved and progress in the general curriculum.
   - Identify areas of need in communication.
   - Identify areas of gross/ fine motor development needs.
   - Specify skills such as dressing, toileting, feeding, etc.
   - Address sensory problems.
o Make sure that the present level of educational performance is included in all areas of need identified in the assessments.

3. Design appropriate goals that are in line with the student's needs and are based on your state's Content Standards.
   o Make sure that all identified areas of need have goals.
   o Address student's educational needs with appropriate goal.
   o Determine baseline for each goal.
   o Write goals that are measurable.
   o Remember to consider what student will do, how, where and when he/she will do it when considering goals.

4. Determine placement in the Least Restrictive Environment
   o Describe the extent your child will participate in the general curriculum.
   o Schedule special services so that your child will miss the least time in the regular classroom.
   o When determining the least restrict environment, consider potential harmful effects on the child and/or quality of services.
   o Consider general education class with supplemental services or aids when determining LRE.

5. Determine appropriate supports and services, accommodations and modifications the student will need to receive educational benefit and to make progress in that placement
   o Document how progress will be reported to parents.
   o Document how your child will be assessed on state and district assessments.
   o Clearly document supplementary aids and services in the IEP.
   o For each service to be provided, document specifics including personnel responsible, initiation date, frequency, location and duration.
   o Document modifications and accommodations in the IEP.
   o Document supports to be provided to school personnel in the IEP.
   o Document reasons why special education services are not to be provided at student's school of residence.
   o Discuss providing extended school year.
   o Consider transportation needs.
   o Clarify person directly responsible for each part of child's IEP.

6. Before the meeting is adjourned:
   o Remind those in attendance to sign the IEP so that the IEP is accurate.
   o Sign that you attended the IEP meeting. Your signature that you attended does not mean that you agree with the IEP.
   o Ask to have your rights clarified before the IEP meeting adjourns.
   o Ask what you can do at home to reinforce skills being taught at school.
   o Request a copy of the IEP before you leave the meeting. Be certain that you have a complete copy, including all pages.

Adapted from: http://www.php.com/node/12097
Procedures for Transfer Students Flowchart

Student transfers to a Tennessee School system and there is evidence (i.e. an IEP or Eligibility Report) that the student has a disability

The student transfers to a Tennessee school system from **within the state**

- Previous evaluations are complete
  - No action required- Student’s eligibility date remains the same.
  - Develop an IEP

- Previous evaluations are **not** complete
  - Complete the state’s Reevaluation Summary Report to review existing evaluation data and check appropriate option under YES Additional Assessments Needed.
  - Develop a comparable IEP
  - Once assessments are complete, IEP team reconvenes to determine continued eligibility. Generate and sign updated eligibility report.
  - If eligible, develop an IEP to reflect the current eligibility date and assessments from reevaluation.

The student transfers to a Tennessee school system from **out of state**

- Complete the state’s Reevaluation Summary Report to review existing evaluation data

Previous evaluations are complete and sufficient for establishing eligibility according to Tennessee State Disability Standards

- Check appropriate option under Yes Additional Assessment Needed on RSR
- Generate and sign Eligibility Report
- Develop an IEP
- Enter “Consent Date” as the date parent signed consent to conduct file review for eligibility.

Previous evaluations are **not** complete or sufficient for establishing eligibility according to Tennessee State Disability Standards

- Check appropriate option under YES Additional Assessment Needed on RSR
- Generate an “Out of State” Eligibility Report
- Enter “Consent Date” as the date parent signed consent for evaluation
- Develop a comparable IEP
- Once assessments are complete, IEP team reconvenes to determine eligibility. Generate and sign updated eligibility report.
Component 2 Resources: Eligibility and Evaluation

Contents
Component 2 Resources: Eligibility and Evaluation Assessments

Autism Assessment Documentation
Deaf-Blindness Assessment Documentation
Deafness-Hearing Impaired Assessment Documentation
Developmental Delay Assessment Documentation
Emotional Disturbance Assessment Documentation
Functional Delay Assessment Documentation
Hearing Impairment Assessment Documentation
Intellectual Disability Assessment Documentation
Intellectually Gifted Assessment Documentation
Language Impairment Assessment Documentation
Multiple Disabilities Assessment Documentation
Orthopedic Impairment Assessment Documentation
Other Health Impaired Assessment Documentation
Specific Learning Disability: RTI² Initial Assessment Documentation
Specific Learning Disability: RTI² Re-evaluation Assessment Documentation
Specific Learning Disability: Discrepancy Model Assessment Documentation
Speech Language Impairment Severity Rating Scale Assessment Documentation
Traumatic Brain Injury Assessment Documentation
Visual Impairment Assessment Documentation

Eligibility and Evaluation Resource Packet Links for all Areas
### Autism Assessment Documentation

**School System**: 
**School**: 
**Student**: 
**Date of Birth**: / / 
**Grade**: 
**Age**: 

#### 1. Definition

Student’s characteristics evident before age three (3) include:

- difficulty relating to others or interacting in a socially appropriate manner
- absence, disorder, or delay in verbal and/or nonverbal communication
- insistence on sameness as evidenced by restricted play patterns, repetitive body movements, persistent or unusual preoccupations, and/or resistance to change

Student’s characteristics evident after age three (3) include:

- significant affects in verbal and nonverbal communication and social interaction
- engagement in repetitive activities and stereotyped movements
- resistance to environmental change or change in daily routines
- unusual responses to sensory experience

- student meets criteria or has been diagnosed with an Autism Spectrum Disorder, including Autism, PDD-NOS, Asperger’s Syndrome, PDD, Rett’s, or Childhood Disintegrative Disorder

#### 2. Evaluation Procedures

- parental interview (including developmental history)
- behavioral observations in 2 or more settings
- physical and neurological information from a licensed physician, pediatrician, or neurologist
- Report provides general health history evaluating the possibility of other impacting health conditions

Name of physician: ___________________ Date of report: __________

- evaluation of speech/language/communication skills
- evaluation of cognitive/developmental skills
- evaluation adaptive behavior and social skills
- documentation (observation and/or assessment) of how Autism Spectrum Disorder adversely impacts the child’s educational performance

Signature of Speech/ Language Therapist

Signature of Assessment Team Member

Signature of Assessment Team Member

Signature of Assessment Team Member

Signature of Assessment Team Member
Deaf-Blindness Assessment Documentation

School System ____________________________ School ____________________________ Grade ________
Student ____________________________ Date of Birth ________/_____/______ Age ________

1. Definition

Evidence of concomitant hearing and visual impairments, the combination causes such severe communication and other developmental and educational needs they cannot be accommodated in special education programs by addressing any one of the impairments. The child has at least one of the following:

- ☐ meets criteria for Deafness/Hearing Impairment and Visual Impairment
- ☐ is diagnosed with a degenerative condition or syndrome which will lead to Deaf-Blindness, and whose present level of functioning is adversely affected by both hearing and vision deficits
- ☐ severe multiple disabilities due to generalized central nervous system dysfunction, and who exhibits auditory and visual impairments or deficits which are not perceptual in nature

2. Evaluation Procedures for Deafness or Hearing Impairments

- ☐ audiological evaluation
- ☐ evaluation of speech and language performance
- ☐ school history and levels of learning or educational performance
- ☐ observation of the child’s auditory functioning and classroom performance

3. Evaluation Procedures for Visual Impairments

- ☐ eye exam and evaluation that includes documentation of eye condition with best possible correction and etiology, diagnosis, and prognosis
- ☐ observation of visual behaviors – school, home, other
- ☐ educational implications of eye condition (from eye report)
- ☐ assessment and/or screening - expanded core curriculum skills
- ☐ school history and levels of educational performance related to visual impairment
- ☐ medical statement confirming condition or syndrome leading to Deaf Blindness and prognosis – if yes, complete below.

Written Functional Vision and Media Assessment

- ☐ expanded core curriculum skills assessment that includes Deafness/ Hearing Impairment
- ☐ assessment of speech/language functioning, including the child’s mode of communication
- ☐ assessment of developmental and academic functioning
- ☐ documentation (observation and/or assessment) of how Deaf-Blindness adversely impacts educational performance

Name of Physician ____________________________ Date of report ________/_____/______

Signature of Assessment Team Member ____________________________ Date ________/_____/______

Signature of Assessment Team Member ____________________________ Date ________/_____/______

Signature of Assessment Team Member ____________________________ Date ________/_____/______
### 1. Definition – Deafness

A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance exhibits the following characteristics:

- an inability to communicate effectively due to Deafness
- an inability to perform academically on a level commensurate with the expected level because of Deafness
- delayed speech and/or language development

### 2. Definition – Hearing Impairment

An impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but does not include Deafness – exhibits one or more of the following characteristics:

- an inability to communicate effectively due to a Hearing Impairment
- an inability to perform academically on a level commensurate with the expected level because of a Hearing Impairment
- delayed speech and/or language development due to a Hearing Impairment

### 3. Evaluation Procedures

- audiological evaluation
- evaluation of speech and language performance
- school history and levels of learning or educational performance
- observation of the child’s auditory functioning and classroom performance
- Documentation (observation and/or assessment) of how Deafness or Hearing Impairment adversely impacts the child’s educational performance in his/her learning environment.

---

**Signature of Speech/Language Therapist or Audiologist**  
Date: ___/___/_______

**Signature or Name of Physician or Audiologist**  
Date: ___/___/_______

**Signature Other Assessment Team Member**  
Date: ___/___/_______

**Signature Other Assessment Team Member**  
Date: ___/___/_______

**Signature Other Assessment Team Member**  
Date: ___/___/_______
# Developmental Delay Assessment Documentation

## 1. Definition
- Child is aged 3 (by IEP Begin Date) through 9. Delays measured in one or more of physical, cognitive, communication, social/emotional, or adaptive development adversely affect child’s educational performance.
- Initial eligibility was made before child’s 7th birthday
- DD is most descriptive disability category of child’s strengths and weaknesses

## 2. Evaluation Procedures
- Physical development (fine and gross motor skills combined)
- Cognitive/intelligence development
- Communication development (receptive and expressive language skills combined)
- Social/emotional development
- Adaptive development
- Standard scores in 2 of the 5 individually administered measures are ≥1.5 standard deviations (77/78) below the mean of the test instrument OR
- Standard scores in 1 of the 5 individually administered measures is ≥2.0 standard deviations (70 or less) below the mean of the test instrument AND
- When deficit is 2.0 standard deviations below test mean, the existence of another disability category that is more descriptive of the child’s learning style has been ruled out
- Documentation of atypical development
- Observation of developmental strengths and needs
- Observation to document delayed or atypical development in a natural environment by a qualified professional
- Interview with child’s parent to discuss and confirm child’s noted developmental strengths and needs
- Review of any existing records or data
- Documentation (observation and/or assessment) of how Developmental Delay adversely impacts educational performance
- For initial eligibility OR reevaluation past the child’s 7th birthday, a comprehensive psycho-educational evaluation measuring developmental skills, cognitive functioning, and other areas determined appropriate by IEP team was conducted

---

Signature of Speech/Language Therapist: __________________________ Date: __/____/_____

Signature of Assessment Team Member: __________________________ Date: __/____/_____

Signature of Assessment Team Member: __________________________ Date: __/____/_____

---

Developmental Delay Assessment Documentation
Emotional Disturbance
Assessment Documentation

School System_________________________ School_________________________ Grade__________
Student_____________________________ Date of Birth_____/_____/______ Age______

1. Definition
Assessment documents manifestation to a marked degree and over an extended period of time in one or more of the following areas:

- inability to learn which cannot be explained by limited school experience, cultural differences, or intellectual, sensory, or health factors
  - Yes □  No □

- inability to build or maintain satisfactory interpersonal relationships with peers and school personnel
  - Yes □  No □

- inappropriate types of behavior or feelings when no major or unusual stressors are evident
  - Yes □  No □

- general pervasive mood of unhappiness or depression
  - Yes □  No □

- tendency to develop physical symptoms or fears associated with personal or school problems
  - Yes □  No □

- Student’s ED is not due to social maladjustment (e.g., substance abuse, gang-related, oppositional defiant, and/or conduct problem behaviors).
  - Yes □  No □

2. Evaluation Procedures

- visual or auditory deficits ruled out as the primary cause of atypical behavior(s)
  - Yes □  No □

- physical conditions ruled out as the primary cause of atypical behavior(s)
  - Yes □  No □

- specific behavioral data which includes:
  - documentation of previous interventions
    - Yes □  No □
  - evaluation of the locus of control of behavior to include internal and external factors
    - Yes □  No □

- direct and anecdotal observations over time and across various settings by three or more licensed professionals
  - Yes □  No □

- individual assessment of psycho-educational strengths and weaknesses:
  - intelligence, behavior, and personality factors
    - Yes □  No □
  - take into account any exceptionality of the individual in the choice of assessment procedures
    - Yes □  No □
  - individual educational assessment (criterion- or norm-referenced) including direct measures of classroom performance to determine the student’s strengths and weaknesses
    - Yes □  No □
  - review of past educational performance
    - Yes □  No □
  - comprehensive social history/assessment that includes family history, family-social interactions, developmental, medical, and school history
    - Yes □  No □

- documentation, including observation and/or assessment, of how Emotional Disturbance adversely impacts the child’s educational performance in his/her learning environment
  - Yes □  No □

______________________________  ________________________________
Signature of Psychologist  Date  _______/_____/_____

______________________________  ________________________________
Signature of Assessment Team Member  Date  _______/_____/_____
### Functional Delay Assessment Documentation

<table>
<thead>
<tr>
<th>School System</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Date of Birth</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### 1. Definition

Continuing significant disability in intellectual functioning and achievement which adversely affects the student’s ability to progress in the general school program, but adaptive behavior in home or community is not significantly impaired and is at or near a level appropriate to the student’s CA.

- significantly impaired intellectual functioning which is two or more standard deviations below the mean
  - Yes
  - No
- difficulties in these areas cannot be the primary reason for significantly impaired scores on measures of intellectual functioning
  - Yes
  - No
- limited English Proficiency
  - Yes
  - No
- cultural background and differences
  - Yes
  - No
- medical conditions that impact school performance
  - Yes
  - No
- socioeconomic status
  - Yes
  - No
- communication, sensory, or motor abilities
  - Yes
  - No

#### 2. Evaluation Procedures

- intelligence evaluation with an individual, standardized test of cognition or intellectual ability with consideration to
  - Yes
  - No
  - intelligence test instrument(s) selected that are sensitive to cultural, linguistic or sensory factors
    - Yes
    - No
  - test interpretation that takes into account SEM and 68th percent confidence
    - Yes
    - No
- achievement evaluation with an individual, standardized achievement and deficient scores at or below the 4th percentile in two (2) or more of these areas:
  - Yes
  - No
  - basic reading skills
    - Yes
    - No
  - reading fluency skills
    - Yes
    - No
  - reading comprehension
    - Yes
    - No
  - mathematics calculation
    - Yes
    - No
  - mathematics problem solving
    - Yes
    - No
  - written expression
    - Yes
    - No
- home or school adaptive behavior with an individual, standardized instrument and scores determined to be appropriate
  - Yes
  - No
- adaptive behavior scores are above the level required for meeting the Intellectual Disability eligibility standards
  - Yes
  - No
- documentation (observation and/or assessment) of how Functional Delay adversely impacts educational performance
  - Yes
  - No

---

Signature of Psychologist

Signature of Assessment Team Member

Signature of Assessment Team Member

Signature of Assessment Team Member
Deafness/Hearing Impairment Assessment Documentation

<table>
<thead>
<tr>
<th>School System</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Date of Birth</td>
<td>Age</td>
</tr>
</tbody>
</table>

1. **Definition – Deafness**
   A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance – exhibits the following characteristics:
   - an inability to communicate effectively due to Deafness
     - Yes
     - No
   - an inability to perform academically on a level commensurate with the expected level because of Deafness
     - Yes
     - No
   - delayed speech and/or language development
     - Yes
     - No

2. **Definition – Hearing Impairment**
   An impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but does not include Deafness – exhibits one or more of the following characteristics:
   - inability to communicate effectively due to a Hearing Impairment
     - Yes
     - No
   - inability to perform academically on a level commensurate with the expected level because of a Hearing Impairment
     - Yes
     - No
   - delayed speech and/or language development due to a Hearing Impairment
     - Yes
     - No

3. **Evaluation Procedures**
   - audiological evaluation
     - Yes
     - No
   - evaluation of speech and language performance
     - Yes
     - No
   - school history and levels of learning or educational performance
     - Yes
     - No
   - observation of the child’s auditory functioning and classroom performance
     - Yes
     - No
   - Documentation (observation and/or assessment) of how Deafness or Hearing Impairment adversely impacts the child’s educational performance in his/her learning environment.
     - Yes
     - No

__________________________
Signature of Speech/Language Therapist or Audiologist

__________________________
Signature or Name of Physician or Audiologist

__________________________
Signature Other Assessment Team Member

__________________________
Signature Other Assessment Team Member

__________________________
Signature Other Assessment Team Member

__________________________
Signature Other Assessment Team Member

Date

Deafness/Hearing Impairment Assessment Documentation
## 1. Definition – Deafness

- Significantly impaired intellectual functioning, existing concurrently with adaptive behavior deficits and manifested during the child’s developmental period that adversely affect his/her educational performance

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

## 2. Evaluation Procedures

- Significantly impaired intellectual functioning, which is ≥ 2 standard deviations below the mean on an individually administered, standardized measure of intelligence

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
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</table>

- Intelligence test instrument(s) selected that are sensitive to cultural, linguistic or sensory factors

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
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</table>

- Test interpretation that takes into account SEM and 68th percent confidence level

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

- Adaptive home behavior composite score of ≥2 standard deviations below mean of an individually-administered, standardized instrument

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

- Additional documentation with systematic observations, impressions, developmental history was obtained for home adaptive behavior

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</table>

- Significantly impaired adaptive behavior determined by systematic observations in the child’s educational setting which compares & addresses age-appropriate adaptive behaviors for child’s chronological age

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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</thead>
</table>

- Additional adaptive school behavior composite score of ≥ 2 standard deviations below mean of an individually-administered, standardized instrument

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

- Intelligence and adaptive behavior evaluation results interpretation addresses and makes a determination that the student’s performance on the test is not due to the following factors and is not the primary reason for significantly impaired scores on measures of intelligence or adaptive behavior.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

  - Limited English proficiency

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

  - Cultural background and differences

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

  - Medical conditions that impact school performance

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

  - Socioeconomic status

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

  - Communication, sensory, or motor abilities

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

  - History indicates delays in cognitive abilities (intellectual impairment) manifested during the developmental period (birth through 18)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

  - Documentation (observation and/or assessment) of how Intellectual Disability adversely impacts educational performance

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

---

Signature of Psychologist  
Date: __/__/____

Signature of Psychologist  
Date: __/__/____

Signature of Psychologist  
Date: __/__/____
### TN K-12 Intellectually Gifted Assessment Scoring Grid

**Student Name_________________**
**DOB___ /___ /____**
**School System____ __**
**School___________________**
**Grade____**
**Date____/____/____**

The Comprehensive Evaluation must include assessments in each of the three Assessment Categories. Record the highest score obtained in each Assessment Category. Record the single highest score for each Assessment Category in Category Points and calculate a Total Score. The assessment criteria for Intellectually Gifted are met if the student has an overall Total Score of 50 or more points which must include: a) Scoring in the Second or Third Range on at least one Target Instrument from any Assessment Category, and b) Scoring in at least the First Range on a Target Instrument in both Educational Performance (Assessment Option 1, 2 or 3) and Cognition (Assessment Option 14) Categories.

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Assessment Option</th>
<th>Scoring</th>
<th>First Range 10 Points</th>
<th>Second Range 20 Points</th>
<th>Third Range 30 Points</th>
<th>Target Instrument</th>
<th>Category Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Standard Group Criterion-Referenced (e.g., TCAP) and/or Norm-Referenced Group or Individual Achievement Test (e.g., Stanford-10, ITBS, PLAN, Explore, PSAT, WAT-III, WJ III NJI)</td>
<td>Area or Cluster Scores</td>
<td>1 Area ≥95%ile or 2 Areas ≥90%ile</td>
<td>2 Areas ≥95%ile or 3 Areas ≥90%ile</td>
<td>3 Areas ≥95%ile or 4 Areas ≥90%ile</td>
<td>2nd/3rd Range</td>
<td>POINTS Educational Performance</td>
</tr>
<tr>
<td></td>
<td>2. College Entrance Exams (e.g., ACT, SAT)</td>
<td>Area Scores or Full Scale or Total Battery</td>
<td>≥90%ile ≤93%ile</td>
<td>≥94%ile ≤97%ile</td>
<td>≥98%ile</td>
<td>9/12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. TN Supplementary Gifted Performance Checklist (TnSup) (Do not use TnSup if TnTOC or TnTOC+ used in Creativity/Characteristics of Gifted Category)</td>
<td>Total Score TN Supplementary Gifted Performance Checklist</td>
<td>7/12</td>
<td>8/12</td>
<td>9/12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Grade Point Average (GPA) Middle School and High School</td>
<td>Current GPA</td>
<td>≥top 6%</td>
<td>≥top 4%</td>
<td>≥top 2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Academic Awards: K—12</td>
<td>Awards won in last three years</td>
<td>1 school district</td>
<td>2 school district or 1 in-state regional</td>
<td>3 school district or 2 in-state regional or 1 national/multi-state or statewide</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. TN Academic Product or Portfolio</td>
<td>Evaluation score</td>
<td>Score total ≥27</td>
<td>Score total ≥30</td>
<td>Score total ≥33</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Nationally Normed Standardized Test of Creativity (Torrance Test of Creative Thinking-TTCT—Figural or Verbal, Creative Assessment Packet by Frank Williams—Williams CAP, Profile of Creative Abilities—PCA)</td>
<td>Total</td>
<td>≥84%ile ≤89%ile</td>
<td>≥90%ile ≤93%ile</td>
<td>≥94%ile</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. TN Creative Product or Portfolio</td>
<td>Evaluation score</td>
<td>Score total ≥27</td>
<td>Score total ≥30</td>
<td>Score total ≥33</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. TN Creative Thinking Rating Scale (TnCreat)</td>
<td>Evaluation score</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TN Teacher Observation Checklist (TnTOC)</td>
<td>Evaluation score</td>
<td>16 (TnTOC)</td>
<td>19 (TnTOC)</td>
<td>22 (TnTOC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TN Teacher Observation Checklist Plus (TnTOC + TnToPiF + TnToPiC+)</td>
<td>Evaluation score</td>
<td>21 (TnTOC+)</td>
<td>25 (TnTOC+)</td>
<td>29 (TnTOC+)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local Norms from Nationally Normed Characteristics Checklist</td>
<td>Based on local norms approved by SDE</td>
<td>Score ≥1.5 SD</td>
<td>Score ≥1.5 SD</td>
<td>Score ≥1.5 SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Individually Administered Test of Intelligence or Cognition</td>
<td>Full Scale</td>
<td>≥118 ≤122</td>
<td>≥123 ≤129</td>
<td>≥130</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Split Score</td>
<td>N/A</td>
<td>N/A</td>
<td>Primary Cluster Score ≥130 with 1.5 SD Discrepancy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The student scored in at least the First Range on a Target Instrument in both Educational Performance (Assessment Option 1, 2 or 3) and Cognition (Assessment Option 14) Categories: **

- Yes
- No

**Check the box which indicates the Target Instrument Assessment Category:**

- Educational Performance
- Creativity/Characteristics of Gifted
- Cognition

**TOTAL SCORE**

---

**Notes:**
- Supplementary Assessment Instruments:
  - WIAT-III, Profile of Creative Abilities – PCA
  - CAP, Creative Assessment Packet by Frank Williams – Williams School
  - GES-3 T-Scores (2 Areas or Cluster Scores)
  - GES-3 Quotient: ≤115+122
  - GES-3 Quotient: 115+122
  - GES-3 Quotient: ≤150
  - WIAT-III, Profile of Creative Abilities – PCA

**Additional Resources:**
- National Association for Gifted Children (NAGC)
- Council for Exceptional Children (CEC)
- National Research Council (NRC)
- American Psychological Association (APA)
TN K-12 Intellectually Gifted Assessment Documentation

(Student Name_______________ DOB__   /__   /__   School System__________ School____________ Grade____ Date____/__   /_____

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Results/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Group Criterion-Referenced (e.g., TCAP) and/or Norm-Referenced Group or Individual Achievement Test (e.g., Stanford-10, ITBS, PLAN, Explore, PSAT, WIAT-III, WJIII NU)</td>
<td>Record Highest Composite Academic Area Scores: 1) Reading or Reading/Language Arts 2) Language 3) Written Language (standardized, individual test only) 4) Academic Knowledge (WJIII NU) 5) Mathematics 6) Social Studies 7) Science 8) Total Achievement Battery Score</td>
</tr>
<tr>
<td>College Entrance Exams (e.g., ACT, SAT)</td>
<td></td>
</tr>
<tr>
<td>TN Supplementary Gifted Performance Checklist (TnSup)</td>
<td>Using the TN Assessment Team Instrument Selection Form (TnATISF) the Gifted Assessment Team documented that the TN Supplementary Gifted Performance Checklist (TnSup) is appropriate for this student: Y  N</td>
</tr>
<tr>
<td>Grade Point Average (GPA) Middle School and High School</td>
<td>GPA Rank _____ GPA Percentile: _____ Method: ______</td>
</tr>
<tr>
<td>Academic Awards: K-12</td>
<td>Award 1 _______  Placement (1st, 2nd, or 3rd)</td>
</tr>
<tr>
<td>Award 1 _______  Placement (1st, 2nd, or 3rd)</td>
<td>DOT___/<em><strong>/</strong></em> Date___/<em><strong>/</strong></em> ______ District ______ in state Regional ______ Statewide to National ______</td>
</tr>
<tr>
<td>TN Academic Product or Portfolio</td>
<td>Product Title ______ Score_____ Date___/<em><strong>/</strong></em> ______</td>
</tr>
<tr>
<td>Nationally Normed Standardized Test of Creativity (TTCT Verbal or Figural, Williams Creative Assessment Packet, PCA)</td>
<td>Test: _______</td>
</tr>
<tr>
<td>TN Creative Product or Portfolio</td>
<td>Score_____ Date___/<em><strong>/</strong></em> ______</td>
</tr>
<tr>
<td>TN Creative Thinking Rating Scale (TnCreat)</td>
<td>Use the following scale (Refer to instrument manual for specific guidelines)</td>
</tr>
<tr>
<td>Nationally Normed Gifted Characteristics Checklist</td>
<td>Instrument Used _______ DOT___/<em><strong>/</strong></em> Percentile: ______</td>
</tr>
<tr>
<td>TN Teacher Observation Checklist (TnTOC)</td>
<td>TnTOC Score _____ TnTOC + Score _____ Date___/<em><strong>/</strong></em> ______ (Scoring Guide may be requested from the SDE) The TnTOC and TnTOC+ scores are also used for scoring of Supplementary Gifted Performance Checklist (TnSup).</td>
</tr>
<tr>
<td>TN Teacher Observation Checklist Plus (TnTOC+): TnTOC + TnPR</td>
<td></td>
</tr>
<tr>
<td>Local Norms from Nationally Normed Gifted Characteristics Checklist</td>
<td>Instrument Used _______ DOT___/<em><strong>/</strong></em> Score Percentile: ______</td>
</tr>
<tr>
<td>Cognitively Administered Test of Intelligence or Cognition</td>
<td>Test: _______ DOT___/<em><strong>/</strong></em> Composite, Global, or Full Scale Score _____ (Refer to Section 2.4 of the manual for SEM guidelines) Split Discrepancy Highest Cluster Score (3 or more subtests) is ±130 and Lowest Cluster Score is at least 1.5 SDs lower than the Highest Score. Highest Cluster Component Score ______ Component Area ______ Lowest Cluster Component Score ______ Component Area ______</td>
</tr>
</tbody>
</table>

Area, Cluster, Composite, or Brief (WJIII NU) scores from more than one instrument or type of instrument (Group or Individual) may be used, but only one score from any academic area (e.g., TCAP Reading/Language Arts OR WJIII NU Brief Reading) may be used for scoring. The TCAP Writing Assessment may not be used. Districts must provide previously grade skipped students with a nationally normed test if they are disqualified by a criterion referenced test. The use of percentile conversion scores from CRTs other than the TCAP must be approved by SDE. 

Student's Age ______ Percentile:_____

TN K-12 Intellectually Gifted Assessment Documentation

Race/Ethnicity (Check One):  White (Not Hispanic)  Black (Not Hispanic)  Asian/Pacific Islander  American Indian/Alaskan Na
## Language Impairment Assessment Documentation

<table>
<thead>
<tr>
<th>School System</th>
<th>School</th>
<th>Grade</th>
<th>Student</th>
<th>Date of Birth</th>
<th>Age</th>
</tr>
</thead>
</table>

### 1. Language Impairment Definition

There is a significant deficiency not consistent with the student’s chronological age in one or more of the following areas:

- **deficiency in receptive language skills to gain information**
- **deficiency in expressive language skills to communicate information**
- **deficiency in processing (auditory perception) skills to organize information**

### 2. Language Impairment Evaluation Procedures

- **at least 1 standardized comprehensive measure of language ability**
- **receptive, expressive, and/or composite test scores fall ≥1.5 SDs below mean of language assessment instrument(s) administered**
- **includes at least 2 measures—criterion-referenced and/or norm-referenced instruments, functional communication analyses, and language samples**
- **hearing screening completed**
- **receptive language: vocabulary, syntax, morphology completed**
- **expressive language: MLU, syntax, semantics, pragmatics, morphology completed**
- **auditory perception: selective attention, discrimination, memory, sequencing, association, and integration completed**
- **documentation (observation and/or assessment) of how Language Impairment adversely impacts educational performance**

---

Signature of Speech and Language Pathologist

Date

Signature of Assessment Team Member

Date

Signature of Assessment Team Member

Date

Signature of Assessment Team Member

Date
Multiple Disabilities Assessment Documentation

School System ____________________________ School ____________________________ Grade ______
Student ____________________________ Date of Birth _____/_____/______ Age ______

1. Definition
   • there are concomitant impairments, the combination of which causes such severe educational needs that they cannot be accommodated by addressing only one of the impairments
     □ Yes □ No
   • the disabilities do not include Deaf-Blindness
     □ Yes □ No

2. Evaluation Procedures
   • evaluation procedures were followed and documented for two
     □ Yes □ No
   • determination of eligibility was based on the definition and standards for two (2) or more disabilities
     □ Yes □ No
     ○ assessment documentation is attached for each disability
     □ Yes □ No
   • the nature of the combination of student’s disabilities require significant developmental and educational programming that cannot be accommodated with special education by addressing any one of the identified disabilities
     □ Yes □ No
   • documentation (observation and/or assessment) of how Multiple Disabilities adversely impacts educational performance
     □ Yes □ No

______________________________________  ____________________________
Signature of Assessment Team Member Date  _____/_____/______

______________________________________  ____________________________
Signature of Assessment Team Member Date  _____/_____/______

______________________________________  ____________________________
Signature of Assessment Team Member Date  _____/_____/______

______________________________________  ____________________________
Signature of Assessment Team Member Date  _____/_____/______

______________________________________  ____________________________
Signature of Assessment Team Member Date  _____/_____/______

______________________________________  ____________________________
Signature of Assessment Team Member Date  _____/_____/______

______________________________________  ____________________________
Signature of Assessment Team Member Date  _____/_____/______

______________________________________  ____________________________
Signature of Assessment Team Member Date  _____/_____/______
# Orthopedic Impairment Assessment Documentation

<table>
<thead>
<tr>
<th>School System</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Date of Birth</td>
<td>Age</td>
</tr>
</tbody>
</table>

## 1. Definition
- The Orthopedic Impairment includes impairments caused by congenital anomaly (e.g., club foot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).

- [ ] Yes  [ ] No
- There is documentation of a severe orthopedic impairment that adversely affects the child’s educational performance.

- [ ] Yes  [ ] No

## 2. Evaluation Procedures
- Medical evaluation of child’s Orthopedic Impairment by licensed physician

Name of physician: ____________________________ Date of report: __________

- [ ] Yes  [ ] No
- Social and physical adaptive behaviors (mobility and activities of daily living) which relate to Orthopedic Impairment

- [ ] Yes  [ ] No
- Documentation (observation and/or assessment) of how Orthopedic Impairment adversely impacts the child’s educational performance in his/her learning environment.

- [ ] Yes  [ ] No

---

Signature of Physical Therapist (or representative) __________/________/________ Date __________/________/________

Signature of Assessment Team Member __________/________/________

Signature of Assessment Team Member __________/________/________

Signature of Assessment Team Member __________/________/________

Signature of Assessment Team Member __________/________/________

Signature of Assessment Team Member __________/________/________

Orthopedic Impairment Assessment Documentation
### 1. Definition

Chronic or acute health problems that require specially designed instruction are documented in one of the following:

- impaired organizational or work skills
  - Yes
  - No
- inability to manage or complete tasks
  - Yes
  - No
- excessive health related absenteeism
  - Yes
  - No
- medications that affect cognitive functioning
  - Yes
  - No

### 2. Evaluation Procedures

- medical assessment and documentation of student’s health
  - Yes
  - No

Name of physician: ___________________________ Date of report: ___________

- any diagnoses and prognoses of child’s health impairments
  - Yes
  - No
- information, as applicable, regarding medications
  - Yes
  - No
- special health care procedures, special diet, and/or activity restrictions
  - Yes
  - No
- comprehensive psycho-educational assessment that includes measures documenting the student’s education performance in the following areas:
  - pre-academics or academic skills
    - Yes
    - No
  - adaptive behavior
    - Yes
    - No
  - social/emotional development
    - Yes
    - No
  - motor skills
    - Yes
    - No
  - communication skills
    - Yes
    - No
  - cognitive ability
    - Yes
    - No
- documentation (observation and/or assessment) of how Other Health Impairment adversely impacts educational performance
  - Yes
  - No

Signature of Psychologist ___________________________ Date ___________

Signature of Assessment Team Member ___________________________ Date ___________

Signature of Assessment Team Member ___________________________ Date ___________

Signature of Assessment Team Member ___________________________ Date ___________

Signature of Assessment Team Member ___________________________ Date ___________

Signature of Assessment Team Member ___________________________ Date ___________
**RTI² Assessment Documentation**

Elementary Schools (as of July 1, 2014)
Middle School (as of July 1, 2015)
High School (as of July 1, 2016)

Specific Learning Disability Assessment Documentation (RTI²) for Initial and Reevaluation are downloadable in adaptable Microsoft Word template at:

**RTI² Initial (for consents signed after July 1, 2014)**
http://www.tn.gov/education/student_support/eligibility.shtml
(Under Specific Learning Disabilities)

**RTI² Comprehensive Reevaluation**
http://www.tn.gov/education/student_support/eligibility.shtml
(Under Specific Learning Disabilities)

The *Discrepancy Model Assessment Documentation* (for consents signed prior to July 1, 2014 and Middle/High school phase-in) follows this page of the Special Education Framework 2014 Implementation Guide.
### 1. Definition

Assessment documents SLD – a disorder in one or more of basic psychological processes in understanding or in using language which is manifested in deficient ability to listen, think, speak, read, write, spell, or do mathematical calculations, and adversely affects educational performance and includes perceptual disabilities, brain injury not due to an external physical force, minimal brain dysfunction, dyslexia, developmental aphasia

- Yes
- No

### Evaluation Procedures

- pre-referral interventions based on scientifically-validated instruction in reading and math are documented
- Yes
- No
- pre-referral interventions are based on State-approved grade level standards
- Yes
- No
- instruction is researched using rigorous, well-designed, objective, systematic, and peer-reviewed studies
- Yes
- No
- the student was provided appropriate instruction prior to or as a part of referral process in general education settings
- Yes
- No
- pre-referral instruction was delivered by appropriately trained personnel
- Yes
- No
- data-based documentation of repeated formal assessment of student progress during instruction—1 data point weekly
- Yes
- No
- progress monitoring data provided to student’s parents at least once per 4½ week period
- Yes
- No

Evidence that the child did not achieve at a proficiency level or rate consistent with State- approved grade level standards or with the child’s age when provided scientifically-validated instruction and appropriate interventions and learning experiences in one or more of these areas:

- Yes
- No

- oral expression
- listening comprehension
- written expression
- basic reading skills
- reading fluency skills
- reading comprehension
- mathematics calculation
- mathematics problem solving

Evidence of a pattern of strengths and weaknesses in performance, achievement, or both relative to State-approved grade-level standards, the student’s age, or intellectual development.

- Yes
- No

There is evidence and documentation that the Specific Learning Disability is not primarily due to:

- Visual Impairment
- Hearing Impairment
- Orthopedic Impairment
- Emotional Disturbance
- Intellectual Disability
- Limited English proficiency
- Environmental or cultural factors
- Situational trauma

Documentation (observation and/or assessment) of how SLD adversely impacts educational performance

- Yes
- No
### Specific Learning Disability Assessment Documentation (page 2 of 2)

<table>
<thead>
<tr>
<th>School System</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Date of Birth / /</td>
<td>Age</td>
</tr>
</tbody>
</table>

#### Responsiveness to Intervention

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>State-approved RTI Plan</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Data demonstrating child’s non-responsiveness to scientifically-validated interventions from comprehensive, curriculum-based data</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Documentation ruling out other disabilities or factors, including administration of a culturally-fair cognitive ability test (may be short form)</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Comprehensive psycho-educational assessment when brief assessment results are inconclusive</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

#### IQ/Achievement Discrepancy

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual standardized multi-factored assessment of cognitive ability</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Individual standardized assessment of academic achievement</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>IQ/achievement severe discrepancy** (1.5 SDs with SRe) and regression</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Severe discrepancy** of IQ/achievement is not evidenced through standardized tests; however, student’s response to pre-referral interventions documents a severe IQ/Achievement discrepancy and clinical judgment providing rationale for determination of SLD is evidenced and documented in the Written Psychoeducational Report</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Documentation of performance on group or individually administered achievement tests</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Documentation of performance on criterion-referenced or curriculum/performance-based assessments</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Documented observations, indirect by the child’s general education teacher, direct by a professional other than the person providing the indirect observation</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

---

Signature of Psychologist ___________________________ Date __/__/_____

Signature of Assessment Team Member ___________________________ Date __/__/_____

Signature of Assessment Team Member ___________________________ Date __/__/_____

Signature of Assessment Team Member ___________________________ Date __/__/_____

Signature of Assessment Team Member ___________________________ Date __/__/_____

Signature of Assessment Team Member ___________________________ Date __/__/_____

Signature of Assessment Team Member ___________________________ Date

Specific Learning Disability Assessment Documentation
# LANGUAGE SEVERITY RATING SCALE

<table>
<thead>
<tr>
<th>Formal Assessment</th>
<th>Informal Assessment</th>
<th>Functional/Academic Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Determination of Language Impairment</strong></td>
<td><strong>Check descriptive tools used:</strong></td>
<td><strong>Based on compilation of the assessment data, this student scores in the Mild, Moderate or Severe range for a Language Disability.</strong></td>
</tr>
<tr>
<td><strong>Student _______________________ School ____________________ Grade _____ Date of Rating _________ DOB __________ Age ____ SLP __________________________</strong></td>
<td></td>
<td><strong>There is documentation/supporting evidence of adverse effects of the Language Disability on educational performance.</strong></td>
</tr>
<tr>
<td>FORMAL ASSESSMENT</td>
<td>INFORMAL ASSESSMENT</td>
<td><strong>(BOTH STATEMENTS ABOVE MUST BE CHECKED YES)</strong></td>
</tr>
<tr>
<td>Comprehensive, standardized measure(s) and scores:</td>
<td>Check descriptive tools used:</td>
<td><em>Standard scores are based on a mean of 100 and a standard deviation of 15. The standard score can be a receptive, expressive or total language quotient</em></td>
</tr>
<tr>
<td>0</td>
<td>Language/communication sample</td>
<td><strong>SLI Severity Rating Scales</strong></td>
</tr>
<tr>
<td>Standard score* of 78 or above</td>
<td>Checklist(s)</td>
<td></td>
</tr>
<tr>
<td>&gt;1.5 SD below test mean (standard score between 70-77) or 2nd - 6th Percentile</td>
<td>Observations</td>
<td></td>
</tr>
<tr>
<td>&gt;2 SD below test mean (standard score between 62-69) or 1st - 2nd Percentile</td>
<td>Other: _______________</td>
<td></td>
</tr>
<tr>
<td>&gt;2.5 SD below test mean (standard score below 62) or below 1st Percentile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least one of the following areas are deficient</td>
<td>Check areas of weakness:</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sentence length/complexity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word order/syntax</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary/semantics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word finding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word form/morphology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of language/pragmatics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Auditory perception</td>
<td></td>
</tr>
<tr>
<td>At least two of the following areas are deficient</td>
<td>Check areas of weakness:</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sentence length/complexity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word order/syntax</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary/semantics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word finding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word form/morphology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of language/pragmatics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Auditory perception</td>
<td></td>
</tr>
<tr>
<td>At least three of the following areas are deficient</td>
<td>Check areas of weakness:</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sentence length/complexity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word order/syntax</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary/semantics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word finding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word form/morphology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of language/pragmatics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Auditory perception</td>
<td></td>
</tr>
</tbody>
</table>

**FUNCTIONAL/ACADEMIC LANGUAGE SKILLS**

<table>
<thead>
<tr>
<th>0</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional/Academic Language skills within expected range.</td>
<td>The student performs effectively most of the time with little or no assistance required.</td>
<td>The student needs more cues, model, explanations, and checks on progress or assistance than the typical student in class.</td>
<td>The student does not perform effectively most of the time, despite the provision of general education modifications and supports.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE _________**

---

*Standard scores are based on a mean of 100 and a standard deviation of 15. The standard score can be a receptive, expressive or total language quotient*
# SPEECH SOUND PRODUCTION SEVERITY RATING SCALE

**Determination of Speech Impairment: Articulation**

Student ________________________ School ______________________ Grade ____ Date of Rating _______ DOB _______ Age _____ SLP ________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sound Production</strong></td>
<td>0</td>
<td>No sound/phonological process errors; errors consistent with normal development</td>
</tr>
<tr>
<td>1</td>
<td>Sound errors/phonological processes less than one year below age</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sound errors/phonological processes one to two years below age</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sound errors/phonological processes two or more years below age</td>
<td></td>
</tr>
<tr>
<td><strong>Stimulability</strong></td>
<td>0</td>
<td>Most errors stimulable in several contexts</td>
</tr>
<tr>
<td>1</td>
<td>Most errors stimulable in at least one context</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Although not correct, most errors approximate correct production</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>No error sounds are stimulable for correct production</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Motor and/or Motor Sequencing</strong></td>
<td>0</td>
<td>Oral motor and/or sequencing adequate for speech production</td>
</tr>
<tr>
<td>0</td>
<td>Oral motor and/or sequencing difficulties are minimal and do not contribute to speech production</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Oral motor and/or sequencing difficulties interfere with speech production</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Oral motor and/or sequencing greatly interfere with speech production, use of cues, gestures or AD needed</td>
<td></td>
</tr>
<tr>
<td><strong>Intelligibility</strong></td>
<td>0</td>
<td>Connected speech is intelligible</td>
</tr>
<tr>
<td>2</td>
<td>Connected speech is intelligible; some errors noticeable; more than 80% intelligible</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Connected speech sometimes unintelligible when context is unknown; 50-80% intelligible</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Connected speech mostly unintelligible; gestures/cues usually needed; less than 50% intelligible</td>
<td></td>
</tr>
</tbody>
</table>

**Instructions:**
1. Do not include regional or dialectal differences when scoring.
2. Circle the score for the most appropriate description for each of the four categories, i.e., *Sound Production*, *Stimulability*, *Oral Motor and/or Motor Sequencing*, and *Intelligibility*.
3. Compute the total score and record below.
4. Circle the total score on the bar/scale below.

**Note:** Disability standards for Phonological Processing require ratings at the Moderate, Severe, or Profound Levels of Severity.

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Mild</td>
</tr>
<tr>
<td>4</td>
<td>Moderate</td>
</tr>
<tr>
<td>5-6</td>
<td>Severe</td>
</tr>
<tr>
<td>7</td>
<td>Profound</td>
</tr>
</tbody>
</table>

**TOTAL SCORE ____________**

Based on compilation of the assessment data, this student scores in the *Mild, Moderate or Severe* range for Speech Sound Production on the rating scale for Speech Sound Production.

There is documentation/supporting evidence of adverse effects of the Speech Sound Production on educational performance.

- [ ] Yes [ ] No

* Determination of eligibility as a student with a Speech and/or Language Impairment is made by the IEP Team.*
### FLUENCY SEVERITY RATING SCALE

**Determination of Speech Impairment: Fluency**

<table>
<thead>
<tr>
<th>Student ________________________</th>
<th>School ________________________</th>
<th>Grade ___</th>
<th>Date of Rating _______</th>
<th>DOB _______</th>
<th>Age _____</th>
<th>SLP ________________________</th>
</tr>
</thead>
</table>

#### Forma/Informal Assessment

<table>
<thead>
<tr>
<th>Frequency</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Frequency of dysfluency is within normal limits for age, sex and speaking situation and/or ≤ 2 stuttered words per minute and/or ≤ 4 % stuttered words</td>
<td>Frequency of dysfluency is within normal limits for age, sex and speaking situation and/or 3-4 stuttered words per minute and/or 5% to 11% stuttered words</td>
<td>Frequent dysfluent behaviors are observed in many speaking situations and/or 5-9 stuttered words per minute and/or 12% to 22% stuttered words</td>
<td>Habitual dysfluent behaviors are observed in majority of speaking situations and/or More than 9 stuttered words per minute and/or ≥ 23% stuttered words</td>
<td></td>
</tr>
</tbody>
</table>

#### Descriptive Assessment

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech flow and time patterning are within normal limits. Developmental dysfluencies may be present</td>
<td>Whole-word repetitions and/or Part-word repetitions and/or Prolongations are present with no secondary character-istics. Fluent speech periods predominate</td>
<td>Whole-word repetitions and/or Part-word repetitions and/or Prolongations are present. Secondary symptoms, including blocking avoidance and physical concomitants may be observed.</td>
<td>Whole-word repetitions and/or Part-word repetitions and/or Prolongations are present. Secondary symptoms predominant. Avoidance and frustration behaviors are observed.</td>
</tr>
</tbody>
</table>

#### Speaking Rate

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking rate not affected</td>
<td>Speaking rate affected to mild degree. Rate difference rarely noticeable to observer, listener and/or 82-99 WSM 125-150 WSM</td>
<td>Speaking rate affected to moderate degree. Rate difference distracting to observer, listener and/or 60-81 WSM 150-175 WSM</td>
<td>Speaking rate affected to severe degree and distracting to listener/observer and/or &lt;59 WSM &gt; 175 WSM</td>
</tr>
</tbody>
</table>

#### Instructions:

1. Circle the score for the most appropriate description for each of these categories: **Frequency, Descriptive Assessment, Speaking Rate**.
2. Compute the total score and record below.
3. Circle the total score on the rating bar/scale below.

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WNL</strong></td>
<td><strong>Mild</strong></td>
<td><strong>Moderate</strong></td>
<td><strong>Severe</strong></td>
<td><strong>TOTAL SCORE</strong></td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on compilation of the assessment data, this student scores in the **Mild, Moderate or Severe** range for Fluency disorder.

*This assessment provides documentation/supporting evidence of adverse effects of the Fluency Disability on educational performance.*

**Determination of eligibility as a student with a Speech and/or Language Impairment is made by the IEP Team.**

SLI Severity Rating Scales
## VOICE SEVERITY RATING SCALE

**Determination of Speech Impairment: Voice**

<table>
<thead>
<tr>
<th></th>
<th>Pitch</th>
<th>Intensity</th>
<th>Quality</th>
<th>Resonance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Pitch is within normal limits.</td>
<td>Intensity is within normal limits.</td>
<td>Quality is within normal limits.</td>
<td>Nasality is within normal limits.</td>
</tr>
<tr>
<td>1</td>
<td>There is a noticeable difference, which may be intermittent.</td>
<td>There is a noticeable difference in intensity, which may be intermittent.</td>
<td>There is a noticeable difference in quality, which may be intermittent.</td>
<td>There is a noticeable difference in nasality, which may be intermittent.</td>
</tr>
<tr>
<td>3</td>
<td>There is a persistent, noticeable inappropriate raising or lowering of pitch for age and sex.</td>
<td>There is persistent, noticeable increase or decrease in the intensity of speech or the presence of aphonia.</td>
<td>There is persistent, noticeable breathiness, glottaltry, harshness, hoarseness, tenseness, stridency or other abnormal quality.</td>
<td>There is persistent, noticeable cul de sac, hyper or hyponasality, or mixed nasality.</td>
</tr>
</tbody>
</table>

**Instructions:**

1. Do not include regional or dialectal differences when scoring.
2. Circle the score for the most appropriate description for each category, i.e., Pitch or Intensity.
3. Compute the total score and record below.
4. Circle the total score on the bar/scale below.

### Total Score

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mild</td>
<td>Moderate to Severe</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on compilation of the assessment data, this student scores in the **Mild, Moderate or Severe** range Voice Disorder.  

There is documentation/supporting evidence of adverse effects of the Voice disorder on educational performance.  

Determination of eligibility as a student with a Speech and/or Language Impairment is made by the IEP Team.
## Traumatic Brain Injury Assessment Documentation

<table>
<thead>
<tr>
<th>School System</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Date of Birth</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1. Definition

- **there is evidence that the TBI is from an acquired open or closed injury to brain caused by an external physical force**
  - Yes
  - No

- **there is documentation the TBI resulted in total or partial functional disability or psychosocial impairment that adversely affects student’s educational performance**
  - Yes
  - No

- **there is documentation the TBI is not due to brain injuries that were congenital or degenerative, or to brain injuries induced by birth trauma**
  - Yes
  - No

Student’s TBI includes the following:

- o [an insult to the brain caused by an external force that produced a diminished or altered state of consciousness](#)
  - Yes
  - No

The insult to the brain induced a partial or total functional disability and results in one or more of the following:

- o physical impairments
  - Yes
  - No

- o cognitive impairments
  - Yes
  - No

- o psycho-social impairments
  - Yes
  - No

### 2. Evaluation Procedures

- **appropriate medical statement obtained from a licensed physician**
  - Yes
  - No

Name of Physician ________________________________

Name(s) of other caretakers: ________________________________

Medical rehabilitation or hospital: ________________________________

Date of trauma: ___________ Date(s) of medical report(s): ___________

- parent/caregiver interview
  - Yes
  - No

- educational history and current levels of educational performance
  - Yes
  - No

- functional assessment of cognitive/communicative abilities
  - Yes
  - No

- social adaptive behaviors which relate to TBI
  - Yes
  - No

- physical adaptive behaviors which relate to TBI
  - Yes
  - No

- documentation (observation and/or assessment) of how Traumatic Brain Injury adversely impacts educational performance
  - Yes
  - No

---

Signature of Assessment Team Member ___________ Date __________/

Signature of Assessment Team Member ___________ Date __________/

Signature of Assessment Team Member ___________ Date __________/

Signature of Assessment Team Member ___________ Date __________/

---

Traumatic Brain Injury Assessment Document
# Visual Impairment Assessment Documentation

<table>
<thead>
<tr>
<th>School System</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 1. Definition

- **Visual Acuity**
  - **Legal Blindness**—20/200 or less at distance and/or near
    - Yes [ ]  No [ ]
  - **Low Vision**—20/50 or less at distance and/or near
    - Yes [ ]  No [ ]

- **Visual Field Restriction**
  - **Legal Blindness**—remaining visual field of 20 degrees or less
    - Yes [ ]  No [ ]
  - **Low Vision**—remaining visual field of 60 degrees or less
    - Yes [ ]  No [ ]

- **Medical and educational documentation of progressive loss of vision, which may in the future affect the student’s ability to learn visually**
  - Yes [ ]  No [ ]

- **Other Visual Impairment, not perceptual in nature, resulting from a medically documented condition**
  - Yes [ ]  No [ ]

## 2. Evaluation Procedures

- **Eye exam and evaluation by ophthalmologist or optometrist that includes documentation of eye condition with best possible correction**
  - Yes [ ]  No [ ]

  **Name of physician:** __________________________  **Date of report:** ________________

  - eye exam report includes etiology, diagnosis, and prognosis
    - Yes [ ]  No [ ]

  **Written Functional Vision and Media Assessment includes**

  - observation of visual behaviors – school, home, other environments
    - Yes [ ]  No [ ]
  - educational implications of eye condition (from eye report)
    - Yes [ ]  No [ ]
  - Expanded Core Curriculum Skills Assessment and/or Screening
    - orientation and mobility
      - Yes [ ]  No [ ]
    - social interaction
      - Yes [ ]  No [ ]
    - visual efficiency
      - Yes [ ]  No [ ]
    - independent living
      - Yes [ ]  No [ ]
    - recreation and leisure
      - Yes [ ]  No [ ]
    - career education
      - Yes [ ]  No [ ]
    - assistive technology
      - Yes [ ]  No [ ]
    - compensatory skills
      - Yes [ ]  No [ ]
    - evaluation of reading and writing skills, needs, appropriate reading and writing media
      - Yes [ ]  No [ ]
    - evaluation current and future needs for braille
      - Yes [ ]  No [ ]
  - school history and levels of educational performance
    - Yes [ ]  No [ ]
  - documentation (observation and/or assessment) of how Visual Impairment adversely impacts educational performance
    - Yes [ ]  No [ ]

---

**Signature of Assessment Team Member**

**Date**

**Signature of Assessment Team Member**

**Date**

**Signature of Assessment Team Member**

**Date**

**Signature of Assessment Team Member**

**Date**
Eligibility and Evaluation Resource Packets

Instructional Guidance Resource Packets

The resource packets listed in this section are tools to help provide guidance with determining diagnostic criteria, the referral process, determination of eligibility, guidelines for evaluation, and instructional support for teachers. All of the resource packets can be found at http://www.tn.gov/education/student_support/eligibility.shtml under the drop down menu titled Resource Packets-Questions & Answers-Instructional Guidance.

Autism Resources Packet
http://www.tn.gov/education/student_support/eligibility/71309autismRP.pdf

Deaf-Blindness Resources Packet
http://www.tn.gov/education/student_support/eligibility/71309DeafBlindRP.pdf

Deafness/ Hearing Impaired Resource Packet
http://www.tn.gov/education/student_support/eligibility/71309DandHI.pdf

Developmental Delay: Resources Packet

Intellectually Gifted Assessment Resources Packet

Intellectually Gifted Manual Revised 2010

Intellectual Disability / Functional Delay: Resources Packet

Specific Learning Disabilities: Evaluation - Discrepancy & Processing Deficits Resource Packet

Speech and Language Impairments: (General) Resources Packet
http://www.tn.gov/education/student_support/eligibility/71309SLIGEN.pdf

Speech and Language Impairments: (Language) Resources Packet
http://www.tn.gov/education/student_support/eligibility/71309SLILANG.pdf

Speech and Language Impairments: (Articulation) Resources Packet
http://www.tn.gov/education/student_support/eligibility/71309SLIART.pdf

Speech and Language Impairments: (Fluency) Resources Packet

Speech and Language Impairments: (Voice) Resources Packet

Traumatic Brain Injury: Resources Packet
Visual Impairment: Resources Packet
TO: Special Education Supervisors

FROM: Tie Hodack, Director of Instructional Programming

DATE: May 9, 2013

RE: End of Year Report for Gifted (Table 7) and Gifted Screenings

The End of Year Report for Gifted will no longer be a requirement for your submission to the Tennessee Department of Education (TDOE), Division of Special Populations. Previously, the local education agency (LEA) submitted four reports for students who were screened for Intellectually Gifted, which included: Section A (Systematic Grade Level Screening), Section B (Individual Screening), Section C (Comprehensive Evaluation and Eligibility) and Section D (Program Delivery). The Division of Special Populations will now collect information from Section C and D internally through EasyIEP. Section A and B will continue to be useful for decision making within the district but will not be submitted to the TDOE.

If the proposed Specific Learning Disability rule change (i.e. from discrepancy to Response to intervention) is approved and becomes effective as of July 1, 2014, a nationally normed universal screener in reading, mathematics, and writing will be required three times per year (fall, winter, and spring) in grades Kindergarten through 12. The required universal screening will detect advanced students who may be in need of supplemental intervention and will therefore eliminate the need for the LEA to conduct a system-wide, grade-level screening. A student’s individual score on the universal screening, however, may indicate a need for additional individual screening and/or a comprehensive evaluation pursuant to Intellectually Gifted standards.

Individual student screenings and the provision of supplemental interventions should be based on student need and the resources available to meet the needs of the student within a tiered support model. Moreover, a multi-tiered intervention model is a best practice approach for all students and should include procedures for students scoring in the advanced range relative to peers within the district. LEA’s that do not have a nationally
normed universal screening in place for the 2013-2014 school year will continue to conduct a system-wide grade level screening in a minimum of one elementary grade (grades 1-4) where all classrooms across the district in the specified grade level are screened. However, LEA’s that currently have or will have a universal screening tool in place for the 2013-2014 school year will not be required to complete a grade level gifted screening as the universal screener will satisfy that requirement. This data will address underrepresented populations by ensuring all students are considered for possible individual screening and/or a comprehensive evaluation. There are no changes to the Intellectually Gifted criteria at this time, only support for a best practice model. Parents will continue to have the right to request a comprehensive evaluation at any time. If you have questions, please contact Tie.Hodack@TN.gov or Nathan.Travis@TN.gov.
Component 3: IEP Narratives

Descriptions of Student Behavior (Strengths and Weaknesses)

These lists of phrases may help you to prepare positive, descriptive statements for an IEP.

**Student Strength Adjectives**
- Responsible
- Thorough
- Self-Confident
- Capable
- Cooperative
- Efficient
- Talented
- Self-disciplined
- Hard-working
- Dependable
- Creative
- Mature
- Curious
- Artistic/Creative
- Enthusiastic
- Focused
- Self-motivated

**Student Weakness Adjectives**
- Lacking
- Unclear
- Unfocused
- Inactive
- Inadequate
- Limited
- Delayed
- Incomplete
- Unclear
- Inconsistent/Inconsistently
- Difficulty
- Unfocused
- Reluctant
- Resists

**Additional Phrases**
- attentive
- alert
- calm
- cheerful
- well-groomed
- coordinated
- makes appropriate eye contact
- understandable speech
- animated
- spontaneous
- fluent
- engaging
- articulate
- thoughtful
- open
- stays on task
- consistent
- goal-directed

- well-mannered
- uses trial and error approach
- orderly
- deliberate
- persistent
- inquisitive
- variable motivation level
- accepts mistakes
- adaptable
- transitions well
- learns from doing
- notes detail
- willing to try again
- applies him- or herself
- shows effort
- thinks before acting
- asks for help
- cooperative

- follows one-step directions
- follows two-step directions
- follows multi-step directions
- requires repetition of directions
- ignores distractions
- needs time to transition
- recognizes errors
- able to spell
- creatively spells
- memorizes words
- passive learner
- actively involved in learning
- requires information in a variety of modes
- needs visual cues
- requires auditory cues
- requires preparation for transition
- helpful
- takes initiative
<table>
<thead>
<tr>
<th>Student Strength Phrases</th>
<th>Student Weakness Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has expansive knowledge of</td>
<td>Not using/seldom using</td>
</tr>
<tr>
<td>Enthusiastically participates in</td>
<td>Seldom/seldom meets</td>
</tr>
<tr>
<td>Demonstrates superior work in</td>
<td>Experiencing difficulty with</td>
</tr>
<tr>
<td>Takes pride in his/her work</td>
<td>Insufficiently/insufficient</td>
</tr>
<tr>
<td>Listens and follows directions well</td>
<td>Lacking in</td>
</tr>
<tr>
<td>Asks for responsibility and follows through</td>
<td>Unclear about/when</td>
</tr>
<tr>
<td>Expresses ideas clearly</td>
<td>Unfocused during</td>
</tr>
<tr>
<td>Writes wonderful stories</td>
<td>Often refuses to/fails to</td>
</tr>
<tr>
<td>Exhibits organization skills</td>
<td>Very limited in</td>
</tr>
<tr>
<td>Does neat, thorough work</td>
<td>Development in/of delayed</td>
</tr>
<tr>
<td>Seeks information independently</td>
<td></td>
</tr>
<tr>
<td>Enjoys dramatizations</td>
<td></td>
</tr>
<tr>
<td>Learning preferences/styles</td>
<td></td>
</tr>
</tbody>
</table>

Phrases that Describe Student Academic, Motor, and Social Strengths and Weaknesses

<table>
<thead>
<tr>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
</tr>
<tr>
<td>Follows directions that student reads himself</td>
</tr>
<tr>
<td>Readily participates in class discussions</td>
</tr>
<tr>
<td>Excellent note taking skills</td>
</tr>
<tr>
<td>Unable to follow oral discussion</td>
</tr>
<tr>
<td>Unable to take notes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
</tr>
<tr>
<td>Verbally tells events in correct and logical sequence</td>
</tr>
<tr>
<td>Speaks with appropriate voice intonation and expression</td>
</tr>
<tr>
<td>Grade appropriate use of grammar</td>
</tr>
<tr>
<td>Expanding vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Descriptions of Reading Level</strong></td>
</tr>
<tr>
<td>Difficulty with/has not achieved or accomplishes as compared to peers/grade level:</td>
</tr>
<tr>
<td>Overall pre-reading /reading skills</td>
</tr>
<tr>
<td>Accurately identifies majority of sounds associated with each letter</td>
</tr>
<tr>
<td>Accurately sounds out unfamiliar words, sight word mastery</td>
</tr>
<tr>
<td>Answers who, what, when where questions about story or in general conversation</td>
</tr>
<tr>
<td>Able to follow written directions</td>
</tr>
<tr>
<td>Able to recall facts after reading story/passage</td>
</tr>
<tr>
<td><strong>Strengths</strong></td>
</tr>
<tr>
<td>Grade-appropriate word discrimination</td>
</tr>
<tr>
<td>Strong visual tracking skills when reading</td>
</tr>
<tr>
<td>Seems to enjoy reading</td>
</tr>
<tr>
<td>Fluent reader</td>
</tr>
<tr>
<td>Grade-appropriate reading rate</td>
</tr>
<tr>
<td>Reads accurately and with expression</td>
</tr>
<tr>
<td>Strong scanning or skimming skills</td>
</tr>
<tr>
<td>Ability to re-tell what was just read</td>
</tr>
<tr>
<td>Predicts what may happen based on what has happened in the passage</td>
</tr>
<tr>
<td>Uses context clues to identify unknown vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Descriptions of Written Expression</strong></td>
</tr>
<tr>
<td>Difficulty with/has/has not achieved, as compared to peers</td>
</tr>
<tr>
<td>Writes sentence or paragraph comparable to peers</td>
</tr>
<tr>
<td>Understands/utilizes conventions/grammar rules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Descriptions of Mathematics Difficulty</strong></td>
</tr>
<tr>
<td>Difficulty with/has not achieved as compared to peers/grade level:</td>
</tr>
</tbody>
</table>
Overall math, mastery of basic math facts appropriate to grade level
Math reasoning/word problems

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequences numbers, equations and formulas at grade level/above grade level</td>
<td>Difficulty sequencing numbers, equations and formulas accurately</td>
</tr>
<tr>
<td>Is able to perform 'mental math'</td>
<td>Unable to perform 'mental math'</td>
</tr>
<tr>
<td>Computation is typically accurate</td>
<td>Computations are frequently inaccurate</td>
</tr>
<tr>
<td>Completes math work logically and with minimal errors</td>
<td>Many careless errors</td>
</tr>
<tr>
<td>Understands mathematical concepts</td>
<td>Frequently chooses the wrong operation</td>
</tr>
<tr>
<td>Uses mathematical terms appropriately both orally and in written work</td>
<td>Has difficulty understanding mathematical concepts</td>
</tr>
<tr>
<td>Knows math facts from memory</td>
<td>Has difficulty using mathematical terms accurately both orally and in written work</td>
</tr>
</tbody>
</table>

Motor Skills

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large motor coordination typical for age group</td>
<td>Large motor coordination not typical for age group</td>
</tr>
<tr>
<td>Strong fine motor skills (evidenced in art, written work, copy etc.)</td>
<td>Weak fine motor skills (evidenced in art, written work, copy etc.)</td>
</tr>
<tr>
<td>Holds pencils, pens, crayons, scissors appropriately</td>
<td>Inappropriate grasp when holding pencils, pens, crayons, scissors</td>
</tr>
<tr>
<td>Exhibits large motor coordination typical to age group</td>
<td></td>
</tr>
</tbody>
</table>

Social Skills

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easily establishes friends within peer group</td>
<td>Has a difficult time establishing friends or has friends that are younger</td>
</tr>
<tr>
<td>Gets along well peers</td>
<td>Rarely accepted by peers</td>
</tr>
<tr>
<td>Accepts responsibility well</td>
<td>Argues with peers</td>
</tr>
<tr>
<td>Likes to get involved</td>
<td>Has difficulty accepting responsibility for own actions</td>
</tr>
<tr>
<td>Accepts rules and routines well</td>
<td>Avoids peer contact</td>
</tr>
<tr>
<td>Study and work skills are strong</td>
<td>Teases other students</td>
</tr>
<tr>
<td>Initiates interactions with peers</td>
<td>Attention seeking behavior</td>
</tr>
<tr>
<td>Cooperates with other students</td>
<td>Difficulty following routines and rules</td>
</tr>
<tr>
<td>Is appropriately assertive</td>
<td>Tantrum behavior, at times</td>
</tr>
</tbody>
</table>

Behavior Skills

<table>
<thead>
<tr>
<th>General Descriptions of Behavior/Work Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work completion in allotted time</td>
</tr>
<tr>
<td>Cooperates with peers/adults</td>
</tr>
<tr>
<td>Works independently/requires much redirection/cueing back to task</td>
</tr>
<tr>
<td>Completes homework/classwork</td>
</tr>
<tr>
<td>Keeps agenda appropriately/able to organize assignments, materials, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies for Improving Behavior/Work Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reminder card on desk</td>
</tr>
<tr>
<td>Motivated by computer time</td>
</tr>
<tr>
<td>Allowed to stand up when doing work</td>
</tr>
<tr>
<td>Strengths</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Completes tasks in the allotted time</td>
</tr>
<tr>
<td>Displays appropriate classroom behavior</td>
</tr>
<tr>
<td>Strong organization skills</td>
</tr>
<tr>
<td>Is attentive in class</td>
</tr>
<tr>
<td>Strong ability to manage own behaviors</td>
</tr>
<tr>
<td>Gets along well with peers</td>
</tr>
<tr>
<td>Strong decision making skills</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Adapted from: file:///C:/Users/CA18759/Desktop/Phrases%20that%20DescribeStrengths-Weakneseses%20list_RTI.pdf
Parent Involvement Questionnaire

To assist us in preparing for your child’s meeting, please take a few seconds to complete this questionnaire and return it with your Parent/Student Invitation Response Form. Use the back of this page or attach additional pages if necessary.

Student: ___________________________________  Parent: ________________________________

1. List any concerns you have regarding your child’s education that you would like to be discussed at the meeting:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

   o I have no concerns at this time.

2. List any changes at home that you feel the school should be made aware of (including address/phone # changes):
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

   o No changes at this time.

3. List what you feel are your child’s greatest strengths. Include interests and hobbies.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

4. List what you feel is/are your child’s greatest area(s) of need:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

5. List any other information or concerns that you have at this time that you wish to be addressed at the meeting.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Component 4: Present Levels of Educational Performance (PLEP)

Using Specific Language in PLEPs

It is important to use specific descriptions when developing PLEPs. The PLEP should be clear enough that even a teacher or interventionist who has not worked with the student before can read the PLEP and understand that student’s capabilities and limitations.

The following examples contrast inadequate vague phrases with more appropriate, specific descriptions.

<table>
<thead>
<tr>
<th>Vague phrases</th>
<th>Specific phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is friendly and loves attention</td>
<td>Greets peers appropriately for her age level</td>
</tr>
<tr>
<td>Received a math score of 50</td>
<td>Can count to 25</td>
</tr>
<tr>
<td>Can’t talk well</td>
<td>Speaks in one- or two-word sentences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vague phrases</th>
<th>Specific phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can add</td>
<td>Writes answers to double-digit addition problems</td>
</tr>
<tr>
<td>Knows different careers</td>
<td>Can count five careers and five jobs associated with each</td>
</tr>
<tr>
<td>Difficulty reading third-grade materials</td>
<td>Reads third-grade materials at 70 words per minute</td>
</tr>
<tr>
<td>Difficulty following classroom rules</td>
<td>Follows classroom rules using visual cues</td>
</tr>
<tr>
<td>Spends a lot of time in suspension due to behavior problems</td>
<td>When redirected she becomes angry and disrupts class</td>
</tr>
<tr>
<td>She has a language difficulty and will have trouble meeting language arts standards</td>
<td>Her language impairment affects her progress in grade-level standards that include words with multiple meaning</td>
</tr>
<tr>
<td>She seldom completes assignments</td>
<td>She completes 25 percent of her homework and turns in 10 percent of the assignments</td>
</tr>
</tbody>
</table>

Sample Template for PLEP Narrative

(Student) has a (classification optional) disability that affects his/her performance in (list areas of general curriculum, e.g. math, reading, writing, or preschool activities, such as motor, language, social), and requires specially designed instruction.

According to (data source), given on (date), (student) is functioning (at identified level).

Example:

Matthew has a comprehension deficit that affects his performance in reading and requires specially designed instruction. According to DIBELS, given on October 10th, 2013, Matthew is functioning at a third-grade level.

Adapted from: http://www.weber.edu/wsuimages/COE/speced/Student%20Teaching/IEP%20guide.pdf
Tips for PLEP Writing

General Tips:
- Address individual student’s performance
- Multiple sources of information: subjective (informal observation - parent, student, teacher) and objective (formal evaluative results)
- Include results of recent evaluations, assessments, and observations; performance data should be gathered within the last year
- Include dates for every item listed
- Spell out names of tests and avoid acronyms
- Describe results in detailed terms
- Review of last year’s IEP if applicable

Writing PLEPs

<table>
<thead>
<tr>
<th>Based On</th>
<th>Strengths</th>
<th>Effects of Exceptionality</th>
<th>Priority Educational Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual student</td>
<td>Describes what the student is currently able to do within the domain that</td>
<td>Tell what the student is not able to do within a Domain</td>
<td>The specific skill or behavior that the student will be working</td>
</tr>
<tr>
<td>performance</td>
<td>you are addressing using specific student information from sources listed</td>
<td>Describes specific skills, behaviors, and capabilities impacted by disability.</td>
<td>on during the course of this IEP year.</td>
</tr>
<tr>
<td>Multiple sources of data</td>
<td>in the “based on” statement.</td>
<td>How the disability impacts progress in general curriculum or age-appropriate</td>
<td>One need per goal. More than one need listed here will result</td>
</tr>
<tr>
<td>Informal observations</td>
<td></td>
<td>abilities.</td>
<td>in a goal being written for each need.</td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
<td><strong>What services, accommodations, and supports are we going to give the student?</strong></td>
<td></td>
</tr>
<tr>
<td>Formal evaluative results</td>
<td></td>
<td>Services and supports are to be listed in a bulleted format for each domain</td>
<td></td>
</tr>
<tr>
<td>Data should be no</td>
<td></td>
<td>that they are relevant.</td>
<td></td>
</tr>
<tr>
<td>older than a year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dates for each item listed must</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be included</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spell out names of assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of last year’s IEP for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>additional guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>if applicable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: [https://excentonline.brevard.k12.fl.us/ExcentIEPweb/QIEP.htm](https://excentonline.brevard.k12.fl.us/ExcentIEPweb/QIEP.htm)
Component 5 Resources: Measurable Annual Goals (MAGs)

MAGs Template

Template:
Given [condition/materials/setting/accommodation], (student name) will [do what measurable/observable skill/behavior in functional terms], [to what extent/how well to determine mastery], [#of times/frequency/how consistently], by [how often] evaluated/determined by [measure].

Examples:
Given a picture schedule, Anna will transition from recess to science without crying or yelling, 4 out of 5 days per week, as measured by her science teacher on a weekly token chart.

Given enlarged text, Cameron will independently read and comprehend two paragraphs of grade-level text in reading class every day well enough to answer at least 80% of the questions correctly on weekly reading class quizzes.
**Writing a Measurable Annual Goal**

A MAG must contain Who, Where, What, How or How Much, and When statements. The “Who” will be the student; see the table below for some options for the remainder of the MAG statements.

<table>
<thead>
<tr>
<th>Where</th>
<th>What</th>
<th>How or How Much</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>After being read a passage, After reading a ____ paragraph passage, After reading a teacher given passage, During class change time, During large group instruction, During lunch, During reading instruction, During small group activities, During small group sessions, During structured instruction, During unstructured time, In ___________ class, In the classroom setting, In the school setting, Using a model, Using a standard clock, Using flashcards, When directed by the teacher, When given a ____ paragraph passage, When given a model, When given a passage, When given a topic prompt, When given a writing prompt, When given pictures/words, When given word problems, When shown unfamiliar words, When given a 4 step equation, When given a choice between ____ items,</td>
<td>Alphabetize Answer Arrange Ask Calculate Chart Choose Classify Compare Complete Compose Correct Count Create Define Describe Design Differentiate Divide Estimate Explain Express Follow Formulate Generalize Generate Give Greet Identify Initiate</td>
<td>with ____% accuracy ____% of the time ____ out of ____ trials with no more than ____ errors with fewer than ____ prompts independently in ____ minutes with no more than ____ redirections without assistance with a main idea and ____ supporting details with hand over hand assistance with verbal prompts with no more than ____ verbal prompts With visual prompts With no more than ____ visual prompts</td>
<td>over ____ consecutive assignments. over ____ consecutive days. over ____ consecutive informal assessments. over ____ consecutive observations. over ____ consecutive therapy sessions. over ____ consecutive trials. over ____ consecutive weeks. over ____ consecutive given attempts</td>
</tr>
</tbody>
</table>

Adapted from: [https://excentonline.brevard.k12.fl.us/ExcentIEPweb/QIEP.htm](https://excentonline.brevard.k12.fl.us/ExcentIEPweb/QIEP.htm)
Component 6 Resources: Special Education Interventions

Intervention Inventory: Tennessee Districts

The following interventions were identified through a district program inventory. The State Department of Tennessee is not endorsing any vendors or companies by providing this resource list submitted by school districts in Tennessee.

### 6 Minute Solution

The following excerpts were taken directly from the independent review that was conducted by the highly respected Florida Center for Reading Research (complete report available at www.fcrr.org)

**Strengths of Six Minute Solution:**
- Repeated reading and paired reading derive from a strong research base.
- Materials are well-organized, user-friendly, and complete.
- Assessment is an integral part of the program.
- Readings that are timed and graphed can be motivating for students.
- Available for primary, intermediate, and secondary students.

**The Six-Minute Solution Supports Response to Intervention**

The Six-Minute Solution materials contain high-interest, varied readability passages that support content scaffolding and differentiation. The unique instructional materials make Six-Minute a highly effective tool for all tiers of instruction.


### Earobics

Earobics[R] is an interactive software that provides students in pre-K through 3rd grade with individual, systematic instruction in early literacy skills as students interact with animated characters. Earobics[R] Foundations is the version for pre-kindergarten, kindergarten, and first grade. Earobics[R] Connections is for second and third graders and older struggling readers. The program builds children's skills in phonemic awareness, auditory processing, and phonics, as well as the cognitive and language skills required for comprehension. Each level of instruction addresses recognizing and blending sounds, rhyming, and discriminating phonemes within words, adjusting to each student's ability level.

[http://eric.ed.gov/?q=earobics+intervention&id=ED504059](http://eric.ed.gov/?q=earobics+intervention&id=ED504059)

### Florida Center on Reading Research

The Florida Center on Reading Research (FCRR) has taken initiative in disseminating information about research-based practices related to literacy instruction and assessments for students in grades pre-K to 12th. FCRR has provided a selection of resources and materials for the development of literacy. This includes a number of classroom activities empowering teachers with the skill knowledge for effective instruction in the classroom. Educators will have access to understanding the reading blocks of reading, reading skills needed to be at mastery in primary grades, guidance for measuring reading skills, the practice of using assessment data, and determining the effectiveness of reading instruction and intervention.

[http://www.fcrr.org/for-researchers/](http://www.fcrr.org/for-researchers/)

### Lexia Learning Systems

Lexia Learning Systems provide explicit, systematic, personalized learning on foundational reading skills for students of all abilities, and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test. This research-proven, technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction.
Lexia Reading Core5 provides students immediate corrective feedback, multiple levels of scaffolding, and explicit instruction both online and through direct instruction with the teacher. Students work independently to develop reading skills in a structured, sequential manner with a focus on:

- Foundational skills to develop automaticity and fluency
- Listening and reading comprehension with complex text
- Academic and domain-specific vocabulary to improve comprehension

Lexia Reading’s scope and sequence incorporates all five of the core reading skills determined essential by the National Reading Panel for reading proficiency. These essential reading skills are:

- Phonological Awareness
- Phonological Awareness/Phonics
- Vocabulary
- Fluency
- Comprehension


http://lexialearning.com/lexiaresearch

Language for Learning – English Learners

- Learn vocabulary commonly used by teachers, in textbooks and by other instructional material.
- Develop precise knowledge of small, but important, words such as first, next, between, who, what, and where.
- Use different sentence forms, ask and answer questions, and follow instructions.
- Acquire important background information and world-knowledge, such as days of the week, months, and seasons.
- Work out the logical aspects of language, such as classification and “if-then” reasoning.

Also available, Language for Thinking, Language for Writing, Reasoning and Writing

[http://www.mcgraw-hill.co.uk/sra/languageforlearning.htm](http://www.mcgraw-hill.co.uk/sra/languageforlearning.htm)

Lindamood Phoneme Sequencing Program (LIPS) - Program for Reading, Spelling, and Speech

Lindamood-Bell programs improve reading, spelling, comprehension, critical thinking, and math skills for kids and adults (Pre-K through college and beyond). Lindamood-Bell programs focus on the process of reading, rather than the subject.

An individual learning ability evaluation measures:

- Oral Vocabulary
- Oral Language Comprehension
- Oral Directions
- Phonemic Awareness
- Symbol Imagery
- Word Attack
- Word Recognition
- Reading Comprehension
- Spelling
- Math Computation

[http://www.lindamoodbell.com/research/articles/](http://www.lindamoodbell.com/research/articles/)

Read 180! Scholastic Reading Inventory

Scholastic Reading Inventory (SRI), an adaptive reading comprehension assessment that uses the Lexile Framework for Reading, identifies students' skills and needs for effective placement and differentiated
Software captures actionable data on key literacy skills of comprehension, decoding, and fluency to identify students' most urgent needs, helping teachers develop academic achievement goals and strategies for additional support. **System 44** was designed for older struggling students who are not yet ready for an intervention program like **READ 180** (Tier II). System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. **iRead** provides targeted instruction and ongoing practice in phonological awareness, alphabet knowledge, phonics, decoding, word recognition, fluency, syntax and morphology helping ensure mastery of foundational reading by the end of second grade.


### Read Naturally

Read Naturally's oral reading fluency assessments and diagnostic phonics assessment have been designed to monitor and document student progress. Read Naturally assessments can be used to screen for students who are at risk for reading difficulty, to diagnosis specific instructional needs, and/or to assess student progress over time. Read Naturally incorporates curriculum and instruction, research-based interventions at increasing levels of difficulty and intensity, instructional supports to empower self-directed learning, and systematic documentation of student performance for instructional decision-making. **Word Warm-Ups** is a quick, timed, independent phonics program that builds automaticity in phonics and decoding for students who have had some phonics instruction but have not yet mastered decoding words. Students work mostly independently with audio support on CDs.

http://www.readnaturally.com/knowledgebase/documents-and-resources/27/19

### Read Well

Read Well K-2 can be implemented as an intervention program for struggling students in grades K–3. Systematic programming and explicit teaching help students acquire the foundation skills necessary to become skilled readers. Every student progresses at a rate based on his or her mastery of skills. Unit assessments also provide ongoing progress monitoring.

http://readwellteachwell.com/images/results/Read_Well_Research_Base_Brochure.pdf

### Reading Recovery

Reading Recovery is a short-term intervention for first graders having extreme difficulty with early reading and writing. Teachers work individually with students in daily 30-minute lessons lasting 12 to 20 weeks. After a full series of lessons, formerly struggling students reach grade-level standard. Reading Recovery aligns with the five essential components of reading instruction. Teachers learn how to systematically observe children’s behavior, build on the child’s strengths, and select teaching moves that make it easy for children to learn. Reading Recovery focuses on one-to-one instruction to allow students to accelerate their learning and meet grade-level standard.

http://readingrecovery.org/rrcna/journals

### Science Research Associates (SRA)

**Corrective Reading** is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grades 4–12 who are reading below their grade level. The program includes four sequential levels that address students’ decoding skills and six sequential levels that address students’ comprehension skills. The levels are designed to target students who need assistance with particular types of reading skills. The decoding and comprehension components can be used separately as a supplemental reading intervention or combined for use as a reading intervention curriculum. All lessons in the program are sequenced and scripted. Corrective Reading can be implemented in small groups of four to five students or in a whole-class format. Corrective Reading is intended to be taught in 45-minute lessons four to five times a week.
SRA- Mathematics
Corrective Mathematics is a series of seven modules intended as an intervention program for students’ grade 3 through adult. The series focuses on core concepts, rules and mathematical reasoning from addition and subtraction, multiplication and division, to fractions and ratios. By focusing on core content and breaking this content into a series of small conceptual steps and embedded skills, the series helps students learn efficiently from grade-level instructional materials.

SRA- Reading Mastery
- Strategy-based instruction that allows students to learn more efficiently
- Intensive, explicit, systematic teaching to help students achieve a high rate of success
- Carefully scaffolded lessons that build confidence and independence
- Ongoing assessments and specific guidelines make effective instructional decisions
- Addresses all five essential components of Reading: phonemic awareness, phonics and word analysis, fluency, vocabulary and comprehension
- Provide spelling instruction to help students make the connection between decoding and spelling patterns
- Develop decoding, word recognition and comprehension skills that transfer to other subject areas

Wilson Reading System- Multi-Tiered System
- Offers a research-based program with more than twenty years of data collected and analyzed from school districts implementing the program.
- Provides a systematic and cumulative approach to teach total word structure for decoding and encoding.
- Follows a ten-part lesson plan that addresses decoding, encoding, oral reading fluency, and comprehension in a sensible and logical fashion.
- Has one of the most extensive collections of controlled and decodable text (word lists, sentences, stories) for students beyond the primary grades.
- Provides two levels of vocabulary, making this program appropriate for students in elementary, middle, and high school, as well as adults.
- Uses criterion-based assessments built into the program to measure student progress and success.

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention and Early</td>
<td>Intervention (Grades 4-12):</td>
<td>Intensive (Grades 2-12):</td>
</tr>
<tr>
<td>Intervention (Grades PK-3):</td>
<td>Wilson Just Words Program</td>
<td>Wilson Reading System</td>
</tr>
<tr>
<td>Wilson Foundations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://www.wilsonlanguage.com/FS_PROGRAM_WRS.htm
**Example of Assistive Augmented Communication Plan (Daily Checklist)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Date:______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45</td>
<td>Arrival: Answer teacher and peer questions such as “What did you have for breakfast?” Initiate conversations with teacher and peers.</td>
</tr>
<tr>
<td>8:00-8:30</td>
<td>Interventions: Morning meeting - greet 3 people per day; formulate questions about peers’ shared news; ask and answer teacher and peer questions.</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Reading: Answer a variety of teacher questions related to reading selections. Participate in shared writing and journal. At times, students are allowed to ask other students how to spell words. Encourage peers to ask student to help them spell difficult words (only to use when the class is allowed to use this strategy).</td>
</tr>
<tr>
<td>9:05-10:05</td>
<td>Special Areas: Ask and answer teacher and peer questions.</td>
</tr>
<tr>
<td>10:05-11:30</td>
<td>Math: Explain his thinking about math problem solving.</td>
</tr>
<tr>
<td>11:30-12:15</td>
<td>Lunch and Recess: Respond to peer questions. Initiate conversation with peers from a given list of topics previously generated by teacher. Ask friends to play.</td>
</tr>
<tr>
<td>12:15-2:45</td>
<td>Science/Social Studies: Respond to discussions. Ask relevant questions.</td>
</tr>
<tr>
<td>2:45-3:00</td>
<td>Dismissal: Respond to teacher requests. Say goodbye to teacher and peers.</td>
</tr>
</tbody>
</table>

**Assistive communication device trouble-shooting**

If there are any technical issues with the current device please follow the following steps:

- Try a reset (hold power button down for 10 seconds).
- Notify Assistive Technology team.
**OT/PT Data Sheet Example**

Name: _____________________   School: ________________________________
Grading period: ____________   Frequency of treatment: ___________________________

**ANNUAL GOAL:**
Consistent sizing and orientation with letters/numbers & draw/cutting skills 80%

<table>
<thead>
<tr>
<th></th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Write full name from memory/letters resting on line 3 consecutive days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Cut out simple shapes, curves a ¼” of bolded line, ¾ times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Complete visual motor activities w/spatial orientation, visual memory, discrimination with less than 3 prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>copy/write letters/numbers correct orientation, sizing, alignment 3/4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY:**
V- Visual prompt
VV – Visual and verbal prompt
P – Physical assistance
PP – Partial Physical Assistance
I – Independent
G - Gesture
### Functional Communication Sample Analysis (Assistive Technology)

**Message Communicated**  
*Document spoken utterances communicated in a thirty minute time frame over three different dates/settings*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Prompts</th>
<th>Method of Communication</th>
<th>If Device App used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
<td>VP</td>
<td>D</td>
<td>P</td>
</tr>
<tr>
<td>EX: Requested Milk: I want milk please.</td>
<td>EX: Comment: I like pizza.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Communication Sample Analysis

- **Prompted responses %:**
- **Independent utterances %:**
- **Average utterance length: device**
- **Average utterance length: verbal**

**Primary Communicative Functions:**
# Functional Communication Checklist

**NAME:** ___________________________________  **DOB:** ________________

**SCHOOL:** ___________________________  **EVALUATOR:** _______________________________

<table>
<thead>
<tr>
<th><strong>RATING SCALE</strong></th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never – 1</td>
<td>Rarely – 2</td>
<td>Sometimes – 3</td>
<td>Usually – 4</td>
</tr>
</tbody>
</table>

1. **Rate the methods of communication used by the student:**

<table>
<thead>
<tr>
<th>Method</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye gaze</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gesture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical manipulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocalization (i.e. non-speech, grunts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facial expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign language (___ idiosyncratic _____ formal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbalization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Augmentation (i.e., picture board, device)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Rate communication interactions:**

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiates communication interactions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriately maintains communication interactions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates turn-taking behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriately terminates communication interactions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriately responds to communication interactions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Rate communication functions:**

<table>
<thead>
<tr>
<th>Function</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gains attention of people within environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes requests (i.e. want, help)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses rejection (i.e. no, don’t want)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses wants and needs within an activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses activity choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to questions with “yes” and “no”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses recurrence (more)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses “finished” or “all gone” or “gone”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Provides greetings/farewells
Expresses comments (i.e. I like it; It’s soft)
Expresses feelings
Expresses physical conditions
Answers basic questions
Asks questions

4. Rate expressive language skills:

A. Phonology: Sound Production Patterns
   Check the phonemes or speech sounds produced by the student—including sound/word inventory:
   - Speech sounds_____________________________________
   - Babbling—consonant-vowel combinations _________________
   - Jargon-speech sounds combined into patterns with intonations

B. Echolalia
   Check if student demonstrates echolalia in communication.
   Timing: Immediate ________________________________
            Delayed ________________________________
   Echolalia: Exact depends on the word__________________
             Mitigated (changed) _________________________
   Function: To continue interaction _______________________
             To demonstrate comprehension ________________
   Comments _________________________________________
           _______________________________________
           _______________________________________

C. Rate oral language skills demonstrated
   Produces single word approximations (i.e., “ma”/“mamma”)
   Produces single word utterances—Check categories observed:
   ___agent (baby) ___action (drink) ___ object (cup)
   ___location (up) ___ recurrence (more) ___ possession (mine)
   Imitates new words
   Produces two-word utterances
   Produces three-word utterances
   Produces short sentences
5. **Receptive Language: Rate receptive language skills**

<table>
<thead>
<tr>
<th>Alert to environmental noises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Localizes to sound source/speaker’s voice</td>
</tr>
<tr>
<td>Responds to name</td>
</tr>
<tr>
<td>Anticipates familiar routines</td>
</tr>
<tr>
<td>Follows simple directions with visual cue</td>
</tr>
<tr>
<td>Follows simple directions with verbal cue</td>
</tr>
<tr>
<td>Follows one/two-step directional commands</td>
</tr>
<tr>
<td>Identifies familiar people/objects within environment</td>
</tr>
<tr>
<td>Identifies photographs of familiar objects</td>
</tr>
<tr>
<td>Identifies drawings of familiar objects</td>
</tr>
<tr>
<td>Identifies objects through function</td>
</tr>
<tr>
<td>Identifies objects by color/size/shape</td>
</tr>
<tr>
<td>Demonstrates comprehension of directional concepts</td>
</tr>
<tr>
<td>Demonstrates comprehension of basic “wh” questions</td>
</tr>
<tr>
<td>Demonstrates object permanence (ability to represent objects and events not perpetually present)</td>
</tr>
<tr>
<td>Demonstrates mean-end behaviors (actions to achieve a goal)</td>
</tr>
<tr>
<td>Demonstrates functional object use and object classification (perception of relationships)</td>
</tr>
<tr>
<td>Demonstrates symbolic behavior (ability to internalize and reproduce information)</td>
</tr>
</tbody>
</table>

Sample Speech-Language Screening: Primary

Date: _____________    Name: _____________________
Teacher: _____________   School: _________________

ARTICULATION: Say the following words, asking the student to imitate them. Write exactly what the student says.

MOM _____ DAD _____ VALUES _____ ZOOS _____ POP _____ TOOT _____ LITTLE ________
SIS ________ WON _____ GAG _______ JUDGE _________ RARE _______ BIB _____ COKE ______
SHUSH _______ THIRTEEN ______ NINE _____ FIFE _______ CHURCH ________ SPRING ________

LANGUAGE
A. Body Parts (Criterion: 5/6)
Show me your:
Head ___ Arm ___ Knee ___ Hand ___ Shoulder ___ Neck ___

B. Opposites (Criterion: 2/3)
Brother is a boy, sister is a _______. A turtle is slow, a rabbit is _______.
The sun shine shines during the day, the moon shines at ________.

C. Distinguishes Prepositions (Criterion 3/4)
Put the block:
On the chair _____ under the chair _______ in front of the chair _____ beside the chair _______

D. Verbal Expression and Reasoning (Criterion 3/3)
What do you do when you are tired? _______________________________
What do you do when you are hungry? _____________________________
What do you do when you are cold? _______________________________

E. Function (Criterion 4/5)
What do you do with?
A cup ________ scissors __________ a brush __________ a shovel _________ a pencil __________

F. Observations
Voice Quality --- Comments: _________________________________
Stuttering --- Comments: _________________________________
Intelligibility --- Comments: _________________________________

RETURN THIS SCREENING FORM TO: _________________________________

Adapted from the Virginia Department of Education
Sample Speech-Language Screening: Grades 1-5

NAME ____________________________ AGE ____ GRADE __________ DATE ______________

SCHOOL ________________ TEACHER ________________ EXAMINER ________________

Articulation
Ask the child to repeat the following sentences. Circle the words that the child mispronounced.

1. Today Pete's job was to bake a cake for Kurt.
2. Suzie repaired five television sets.
3. Push the garage door closed.
4. George is watching the magic show.
5. We will ride with Lucy to the yellow house.
6. Nancy found some hangers in my brown bag.

Language
For grades 1-5: Engage the student in a conversation and note his use of language, articulation, fluency and voice. Things that you can ask to elicit speech are:

“Why did your family move to ___________?”
“How is your other school like (different from) this new school?”
“Tell me about your family, hobbies.”

Likenesses and Differences
For grades 3-5:
For each pair, tell one way they are alike and tell one way they are different:
watch --- clock (L)    bus ----- train (D)

RETURN THIS SCREENING FORM TO: ___________________________________

Adapted from the Virginia Department of Education
Sample Speech-Language Screening Checklist: Grades 6-12

Student’s Name ________________________________ Date __________

DOB ___ / ___ / ___ Age ____ School ________________________________

Student’s Counselor __________________________ ID# ____________________

Homeroom Teacher ___________________________ Date Entered School _________

This checklist is to be completed for every student who is new to this school by the student’s Language Arts teacher.

This student has been ridiculed by his/her peers for (specify): __________________________

<table>
<thead>
<tr>
<th>F=Frequently</th>
<th>O=Occasionally</th>
<th>N=Not at all</th>
<th>N/O=Not Observed</th>
</tr>
</thead>
</table>

This student avoids talking in class. ______________________________
This student appears frustrated when trying to talk. _____________________
This student avoids talking to peers/adults. ____________________________
This student seems concerned about his/her speech. _____________________
This student withdraws from group activities. __________________________
I feel uncomfortable when trying to communicate with this student. ________________

Academic
This student is experiencing difficulties with:
Listening skills _____________________
Concept work _______________________
Following directions __________________
Oral reading ________________________
Reading comprehension ________________
Other (Specify) _______________________

Observations
_ Voice Quality ---Comments: ____________________________
_ Stuttering---Comments: ________________________________
_ Intelligibility---Comments: ____________________________
_ Articulation---Comments: ______________________________

RETURN THIS SCREENING FORM TO: ____________________________________

Adapted from the Virginia Department of Education
Sample Checklist Speech/Language

How do I know if my school-age child needs speech-language services?
If your child is experiencing problems meeting the milestones on this checklist, speech-language intervention may be helpful.

5 YEARS
- Can use many descriptive words spontaneously, both adjectives and adverbs
- Knows common opposites: big-little, hard-soft, heavy-light, etc.
- Can count to ten
- Speech should be completely intelligible, in spite of articulation problems
- Should have all vowels and these consonants: m,p,b,h,w,k,g,t,d,n,ng,y (as in yellow)
- Should be able to define common objects in terms of use (hat, shoe, chair)
- Should be able to follow three commands given without interruptions
- Should know his age
- Should have simple time concepts: morning, afternoon, night, day, later, after, while
- Should be using fairly long sentences and should use some compound and some complex sentences
- Speech on the whole should be grammatically correct
- Understands approximately 2,500-2,800 words

6 YEARS
- In addition to the above, these consonants should be mastered: f, v, sh, zh, th, ch
- Speech should be completely intelligible and socially useful
- Should be able to tell a rather connected story about a picture, seeing relationships
- Understands approximately 20,000-26,000 words
- Understands concepts of time: hour, minute, day
- Answers the phone, remembers simple message, and delivers to correct person
- Realizes that other people have ideas and feelings that may be different from his or her own

7 YEARS
- Should have mastered the consonants s-z, r, voiceless th, ch, wh, and the soft g as in George
- Should handle opposite analogies easily: girl-boy, man-woman, flies-swims, short-long, etc.
- Understands such terms as: alike, different, beginning, end, etc.
- Should be able to do simple reading and to write or print many words

8 YEARS
- Can relate rather involved accounts of events, many of which occurred at some time in the past
- Complex and compound sentences should be used easily
- Should be few lapses in grammatical constrictions-tense, pronouns, and plurals
- All speech sounds, including consonant blends, should be established
- Should be reading with considerable ease and now writing simple compositions
- Social niceties should be present in his speech in appropriate situations
- Control of rate, pitch, and volume are generally strong and appropriately established
- Can carry on conversation at rather adult level

Adapted from: The Center for Pediatric Therapy
Speech, Occupational, and Physical Therapy www.therapyforpeds.com
Component 7 Resources: Progress Monitoring

Sample Speech/Language Progress Monitoring

The following are various checklists/tools that Speech Language Pathologists (SLPs) use to monitor a student’s progress towards IEP goals, determine an area of need for the student, or help informally assess skills to determine what the area of need really is for that student. The following are examples checklists, data forms, and skill lists.

1. Monitoring a student’s progress towards IEP goals:
   - Tools used in therapy:
     - Data taken from (for example) HearBuilder Following directions Pre and Posttests, along with data taken from other HearBuilder programs (Sequencing, Auditory Memory, Phonological Awareness)
     - Data taken from (for example) Super Duper deck cards/materials from [http://www.superduperinc.com/](http://www.superduperinc.com/)
     - Administering portions (subtests) of various assessments after focus on that skill during therapy to assess progress
     - Use teacher input forms and various checklists to informally assess skills prior to testing or even during therapy (after eligibility has been determined) to assess student progress

2. Determining an area of need for the student
   - Formal assessments for speech/language determine eligibility as well as area of deficit under receptive/expressive language, pragmatics, speech articulation, and fluency. [http://www.state.tn.us/education/speced/doc/71309SLILANG.pdf](http://www.state.tn.us/education/speced/doc/71309SLILANG.pdf)
   - The checklists on the state website (listed above) can be used to gather teacher input, as well as to gather information in order to determine specific area of need during the testing process. These teacher input forms and various checklists can be used to informally assess skills prior to testing, during RTI, or even during therapy (after eligibility has been determined) to assess how the student is doing prior to an annual IEP meeting. SLP rating scales can be used to determine severity of speech/language impairments. The checklists and rating scales include the following:
     - Language and speech severity rating scale
     - Teacher input forms for speech, for language, and for functional communication
     - Functional communication severity rating scale
     - Informal language assessment checklist
     - Speech, Language, and Motor Development Checklist
     - Language/Play Developmental Scales
     - Checklist for Phonological Awareness/Emerging Literacy Progression
     - Early Identification of Language Based Reading Disabilities
     - Determining the Type Token Ratio
     - Type token Ratio for the Analysis of Semantic Skills
     - Assessing Basic Communication Skills: A Functional Communication Checklist
     - Narrative Analysis
     - Development of Narrative Skills
     - Developmental Milestones of Narrative Production Used for Macrostructure
     - Story Structure Levels – Ordered from Least to Most Complex
     - Narrative Levels Analysis
     - Story Grammar Assessment
     - Style of Narration Assessment
     - Pragmatic Language Checklist
     - Socio-emotional Dimensions in Communication
     - Evaluation of Classroom Listening Behavior
     - Class Performance/Listening Behaviors
## Skills Progress Monitoring Charts

**Key:**
- * With Prompting
- ** Picture/Visual Cues
- *** Hand over Hand

### SKILLS ASSESSMENT

<table>
<thead>
<tr>
<th>SKILL:</th>
<th>Name Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with this goal:</td>
<td>Week of:</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

### SKILLS ASSESSMENT

<table>
<thead>
<tr>
<th>SKILL:</th>
<th>Responsible for personal belongings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with this goal:</td>
<td>Week of:</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
**Student Goal Setting Worksheet**

By the end of this year I want to...

Things that will help me meet my goal are...

Things that will make it difficult to meet my goals are...

What I plan to do to help myself meet my goals in the next month is...

What I plan to do to help myself meet my goals in the next week is...

To help myself meet my goals today I will...

Skills I need to work on are...

I need the following type of information...

I will need help to ...

I can get help from...
## Opportunities to Respond

Directions: Make tally marks.

# of Minutes observed: _______  Was this during the regular observation time or after? _______

Class: __________________________________

<table>
<thead>
<tr>
<th>Class opportunities to respond</th>
<th>Individual opportunities to respond (to target student)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class opportunities taken by target student</th>
<th>Individual Opportunities taken by target student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary Observations**

- If there were inappropriate behaviors, what appeared to be the antecedents?
- What were the consequences for those behaviors?
- Was there a relationship between opportunities to respond and time on- or off-task?
- Does there appear to be a relationship between teacher interactions and time on- or off-task?
- What interventions/accommodations were used for the student during the observation?
- What was the effect of those interventions/accommodations?
## Physical Development Checklist: Gross Motor
(The Frost-Wortham Developmental Checklist)

### Motor Development: Preschool (Gross Movement)

<table>
<thead>
<tr>
<th>Level III (approx. age 3)</th>
<th>Introduced</th>
<th>Progress</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Catches a ball with both hands against the chest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Rides a tricycle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Hops on both feet several times without assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Throws a ball five feet with accuracy</td>
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</tr>
<tr>
<td>5. Climbs up a slide and comes down</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Climbs by alternating feet and holding on to a handrail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Stands on one foot and balances briefly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Pushes a loaded wheelbarrow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Runs freely with little stumbling or falling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Builds a tower with nine or ten blocks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Level IV (approx. age 4)

<table>
<thead>
<tr>
<th>Level IV (approx. age 4)</th>
<th>Introduced</th>
<th>Progress</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Balances on one foot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Walks a straight line forward and backward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Walks a balance beam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Climbs steps with alternate feet without support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Climbs on a jungle gym</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Skips haltingly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Throws, catches, and bounces a large ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Stacks blocks vertically and horizontally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Creates recognizable block structures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Rides a tricycle with speed and skill</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Level V (approx. age 5)

<table>
<thead>
<tr>
<th>Level V (approx. age 5)</th>
<th>Introduced</th>
<th>Progress</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Catches and throws a small ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Bounces and catches a small ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Skips on either foot</td>
<td></td>
<td></td>
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<tr>
<td>4. Skips rope</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Hops on one foot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Creates Tinker Toy and block structures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Hammers and saws with some skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Walks a balance beam forward and backward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Descends stairs by alternating feet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Physical Development Checklist: Fine Motor
(The Frost-Wortham Developmental Checklist)

#### Motor Development: Preschool (Fine Movement)

<table>
<thead>
<tr>
<th>Level III (approx. age 3)</th>
<th>Introduced</th>
<th>Progress</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Places small pegs in pegboards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Holds a paintbrush or pencil with the whole hand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Eats with a spoon</td>
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</tr>
<tr>
<td>4. Buttons large buttons on his or her own clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Puts on coat unassisted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Strings bead with ease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Hammers a pound toy with accuracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Works a three- or four-piece puzzle</td>
<td></td>
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</tbody>
</table>

#### Level IV (approx. age 4)

1. Pounds and rolls clay
2. Puts together a five-piece puzzle
3. Forms a pegboard design
4. Cuts with scissors haltingly and pastes
5. Eats with a fork correctly
6. Holds a cup with one hand
7. Puts a coat on a hanger or hook
8. Manipulates large crayons and brushes
9. Buttons and zips zippers haltingly

#### Level V (approx. age 5)

1. Cuts and pastes creative designs
2. Forms a variety of pegboard designs
3. Buttons buttons, zips zippers, and ties shoes
4. Creates recognizable objects with clay
5. Uses the toilet independently
6. Eats independently with a knife and fork
7. Dresses and undresses independently
8. Holds and manipulates pencils, crayons, and brushes of various sizes
9. Combs and brushes hair
10. Works a twelve-piece puzzle
<table>
<thead>
<tr>
<th>Date</th>
<th>% correct</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Sample Speech/Language Therapy Collection Forms**

Student Name:  

IEP Date: ________________

Objectives:
## Sample Speech/Language Data Collection Form

<table>
<thead>
<tr>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
# Sample Gross Motor Skills Development Checklist

Teachers may periodically use this checklist to monitor a student’s perceptual/motor skills development.

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Participates in activities designed to improve perceptual/motor skills</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is increasing speed: e.g. runs fast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction time is improving: e.g. stops when signalled by a bell or clap</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agility is improving: e.g. dodges a ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large muscle coordination is improving: e.g. skips, gallops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses muscles for self-help skills: e.g. zips jacket, ties shoes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is developing eye-hand coordination; e.g. throws a ball at a target, catches a bean bag</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is developing eye-foot coordination: e.g. kicks a ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is developing awareness of body space: e.g. finds a space on the floor where no one else can be reached</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is beginning to be aware of laterality: e.g. twirls other hand, raises other foot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directionality is developing: e.g. moves forwards, backwards, sideways, and over, under, through, inside, outside and around objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes direction with ease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is developing kinaesthesia: e.g. touches knees with eyes closed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates good posture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is developing balance: e.g. hops on one foot, walks on low balance beam, walks with bean bag on head</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is beginning to sequence: e.g. claps four times, then jumps</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Component 8 Resources: Core Instruction & Least Restrictive Environment

Contents
Component 8 Resources: Core Instruction & Least Restrictive Environment
  Sample Collaboration Team Meeting Worksheet
  Sample Classroom Teacher and Case Manager Collaboration
  Classroom Adaptations to consider for Common Related Service Referral Complaints
  Procedural Fidelity Checklist
  Sample Classroom Strategies Checklist
  Sample Teacher Collaboration Log
  Core Instruction for Students with TBI
  Strategies for Memory (TBI)
  Possible Signs of TBI Students
  Sample Mastery Spelling List
  Hierarchy of Skills for Reading Comprehension
  Links to Graphic Organizers
  Other Resource Links
Sample Collaboration Team Meeting Worksheet

Persons Present: *(Note late arrivals)*

Absentees:

Others Who Need to Know:

<table>
<thead>
<tr>
<th>Roles</th>
<th>This Meeting</th>
<th>Next Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timekeeper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equalizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Agenda**

<table>
<thead>
<tr>
<th>Items:</th>
<th>Minutes:</th>
<th>Time Limit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Positive Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Processing (task &amp; relationship):</td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
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<td>7.</td>
<td></td>
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<tr>
<td>8.</td>
<td></td>
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<tr>
<td>9. Processing (task &amp; relationship):</td>
<td></td>
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</tbody>
</table>

**Minutes of Outcomes**

**Action Items:**

<table>
<thead>
<tr>
<th></th>
<th>Person(s) Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate outcomes to absent member</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

**Agenda Building for Next Meeting**

Date: Time: Location:

**Expected Agenda Items:**

1. |  
2. |  
3. |  
4. |  

## Sample Classroom Teacher and Case Manager Collaboration

<table>
<thead>
<tr>
<th></th>
<th>Case Manager</th>
<th>General Education Teacher</th>
<th>Paraprofessional</th>
<th>Administrative Team</th>
<th>Student</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Daily class work</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reinforcements/Redirection of curricular understandings</td>
<td></td>
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</tr>
<tr>
<td><strong>Assessments</strong></td>
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<tr>
<td>DRA</td>
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</tr>
<tr>
<td>TCAP—CoAlt</td>
<td></td>
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<tr>
<td>Summative IB/ Unit Tests/ Quizzes</td>
<td></td>
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</tr>
<tr>
<td>Every Child a Writer</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>EPR</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>General Education Events and IB planner information to <em>parents</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Events and IB planner information to <em>student</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Events and IB planner information to <em>case manager</em></td>
<td>Please add us as a “parent” on your parent email list.</td>
<td></td>
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<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>General Education Events and IB planner information to <em>classroom teacher</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraprofessional responsibilities, (needs, wants, wishes, changes requested, procedures, etc.)</td>
<td>Our Paraprofessionals are amazing but busy, a message given to them may not be given to us in time or as you intended</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behavior

| Points Sheets | |
| Expectations | |
| Redirection | |
| Celebrations | |

### Misc.

| TOR Awards | |
| Morning Check In Routine | |
**Classroom Adaptations to consider for Common Related Service Referral Complaints**
*(Prior to Comprehensive Assessment)*

<table>
<thead>
<tr>
<th>Referral Complaint</th>
<th>Possible Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor lunch skills/behaviors</td>
<td>Provide a wheeled cart to carry lunch tray</td>
</tr>
<tr>
<td></td>
<td>Provide large handled utensils</td>
</tr>
<tr>
<td></td>
<td>Clamp lunch tray to table to avoid slipping</td>
</tr>
<tr>
<td></td>
<td>Serve milk in sealed cup with straw</td>
</tr>
<tr>
<td>Poor toileting skills</td>
<td>Provide a smaller toilet</td>
</tr>
<tr>
<td></td>
<td>Provide looser clothing</td>
</tr>
<tr>
<td></td>
<td>Provide a setup stool for toilet/sink</td>
</tr>
<tr>
<td>Can’t stay in seat; fidgety</td>
<td>Allow student to lie on floor to work</td>
</tr>
<tr>
<td></td>
<td>Allow student to stand to work</td>
</tr>
<tr>
<td></td>
<td>Provide lateral support to hips or trunk (e.g. rolled towels)</td>
</tr>
<tr>
<td></td>
<td>Adjust seat to correct height for work</td>
</tr>
<tr>
<td></td>
<td>Be sure feet are flat on floor when seated</td>
</tr>
<tr>
<td></td>
<td>Provide more variety in seatwork</td>
</tr>
<tr>
<td>Clumsy in classroom/halls; gets lost in building</td>
<td>Move classroom furniture to edges of room</td>
</tr>
<tr>
<td></td>
<td>Send student to new locations when halls are less crowded</td>
</tr>
<tr>
<td></td>
<td>Provide visual cues in hall to mark locations</td>
</tr>
<tr>
<td></td>
<td>Match student with partner for transitions</td>
</tr>
<tr>
<td>Can’t get on or off bus independently</td>
<td>Allow student to back down stairs</td>
</tr>
<tr>
<td></td>
<td>Provide additional smaller steps</td>
</tr>
<tr>
<td>Can’t get jacket/coat on/off</td>
<td>Place in front of student, in same orientation each time</td>
</tr>
<tr>
<td></td>
<td>Provide larger size for easier handling</td>
</tr>
<tr>
<td>Drops materials; can’t manipulate books, etc.</td>
<td>Place tabs on book pages for turning</td>
</tr>
<tr>
<td></td>
<td>Provide small containers for items</td>
</tr>
<tr>
<td></td>
<td>Place all items for one task on a lunch tray</td>
</tr>
<tr>
<td>Poor attention, hyperactive, distractible</td>
<td>Decrease availability of distracting stimuli (e.g. visual or auditory)</td>
</tr>
<tr>
<td></td>
<td>Provide touch cues only when student in prepared for it</td>
</tr>
<tr>
<td></td>
<td>Touch student with firm pressure</td>
</tr>
<tr>
<td></td>
<td>Provide frequent breaks in seatwork</td>
</tr>
<tr>
<td>Poor pencil/crayon use</td>
<td>Use triangle grip on pencil/crayon</td>
</tr>
<tr>
<td></td>
<td>Use fatter writing utensil</td>
</tr>
<tr>
<td></td>
<td>Provide larger sheets of paper</td>
</tr>
<tr>
<td></td>
<td>Provide paper without lines</td>
</tr>
<tr>
<td></td>
<td>Provide paper with wider-spaced lines</td>
</tr>
<tr>
<td>Poor cutting skills</td>
<td>Provide adapted scissors</td>
</tr>
<tr>
<td></td>
<td>Provide stabilized paper (e.g. tape it down, use large clips, c-clamps)</td>
</tr>
<tr>
<td>Unable to complete seatwork successfully</td>
<td>Provide larger spaces for answers</td>
</tr>
<tr>
<td></td>
<td>Give smaller amounts of work</td>
</tr>
<tr>
<td></td>
<td>Put fewer items per page</td>
</tr>
<tr>
<td></td>
<td>Give more time to complete task</td>
</tr>
<tr>
<td></td>
<td>Change level of difficulty</td>
</tr>
<tr>
<td>Loses personal belongings; disorganized</td>
<td>Make a map showing where items belong</td>
</tr>
<tr>
<td></td>
<td>Collect all belongings and hand them out at the beginning of each activity</td>
</tr>
<tr>
<td>Doesn’t follow directions</td>
<td>Provide written or picture directions for reference</td>
</tr>
<tr>
<td></td>
<td>Provide cassette tape of directions</td>
</tr>
</tbody>
</table>

**Procedural Fidelity Checklist**

Name: _____________________________  Date: _______________________
Implemener: _______________________  Observer: ___________________
Start time: __________________________  End Time: _____________________

**Implementation Ratings:**
+  = Implemented as recommended during observation
−  = Never implemented during observation
N/A = Not applicable; no opportunity to observe

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Description</th>
<th>Implementation rating</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visuals</strong></td>
<td>List all accommodations required in the IEP as well as suggestions from the special education team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student/s daily schedule is easily accessible and visible</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student is redirected with a visual prompt</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lanyards with visuals available and used during observation.</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student’s daily schedules are visibly manipulated and in used with consistency</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student’s daily schedule has a matching component</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student’s daily schedule has a “done” component</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Prompting</strong></td>
<td>The student is exposed to a first/then and used appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student prompts are in a hierarchy without repeating verbal instructions</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher and paraprofessional used gestures</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher and paraprofessional used light physical prompts</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher and paraprofessional used physical prompts</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher and paraprofessionals give students choices (teacher-driven)</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prompts given in appropriate hierarchy have improved behaviors</td>
<td>+  −  N/A</td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>Description</td>
<td>Implementation rating</td>
<td>Comments/Examples</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Social Skills</strong></td>
<td>The student is reminded of appropriate behavior prior to an activity or transition using a social story</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visuals, models or videos are used to build social skills.</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student is given sensory breaks.</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Token Economy</strong></td>
<td>The student receives more tokens for activities that are difficult for increased compliance</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tokens are paired with behavior specific praise.</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Token boards are visual and used with consistency</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reinforces are appropriate and improving behaviors.</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Work Systems</strong></td>
<td>Reinforces are varied with choices</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher pairs specific verbal praises with tokens</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials are organized and appropriately selected as an independent task</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is able to match visuals within work task with little to no prompts</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is able to move left to right with little to no prompts</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is able to complete task using a “DONE” component with little to no prompts</td>
<td>+ − N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are demonstrating increased independence on task with little to no prompts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>Description</td>
<td>Implementation rating</td>
<td>Comments/Examples</td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Students are transitioning with little to no prompts within</td>
<td>Students are transitioning with little to no prompts within the classroom</td>
<td>+  –  N/A</td>
<td></td>
</tr>
<tr>
<td>the classroom environment</td>
<td>environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are demonstrating a higher frequency of engagement</td>
<td>Students are demonstrating a higher frequency of engagement with little to no</td>
<td>+  –  N/A</td>
<td></td>
</tr>
<tr>
<td>with little to no prompts</td>
<td>prompts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are accessing instruction in a variety of settings</td>
<td>Students are accessing instruction in a variety of settings</td>
<td>+  –  N/A</td>
<td></td>
</tr>
<tr>
<td>Students materials are easily accessible</td>
<td>Students materials are easily accessible</td>
<td>+  –  N/A</td>
<td></td>
</tr>
<tr>
<td>Visual and physical boundaries are appropriately used to</td>
<td>Visual and physical boundaries are appropriately used to improve time on</td>
<td>+  –  N/A</td>
<td></td>
</tr>
<tr>
<td>improve time on task</td>
<td>task</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Classroom Strategies Checklist

Student:          Teacher:
School:          Class/subject:
DOB:              Date completed:

What strategies have you tried to correct the problem? Please indicate those strategies you have applied to the problem and give an estimate of how long the strategy has been in effect in terms of days or weeks. Also comment on the success of these strategies in terms of “Yes” or “No”.

Environmental:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Duration (Days/Weeks)</th>
<th>Success (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seating change</td>
<td></td>
<td></td>
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<tr>
<td>2. Isolation (how often?)</td>
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</tr>
<tr>
<td>3. Change subject/class to a different hour, same teacher</td>
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<td></td>
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<tr>
<td>4. Change to a different teacher</td>
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<td></td>
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<tr>
<td>5. Other:</td>
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Organizational:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Duration (Days/Weeks)</th>
<th>Success (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Setting time limits for assignments/ completion during class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Questioning at end of each sentence/paragraph to help focus on important information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Allowing additional time to complete task</td>
<td></td>
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<tr>
<td>4. Highlighting main facts in the book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Organizing notebook or providing folder to organize work</td>
<td></td>
<td></td>
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<tr>
<td>6. Asking student to repeat directions given</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Motivational:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Duration (Days/Weeks)</th>
<th>Success (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Checking papers, showing “C” for correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sending home daily progress report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Immediate reinforcement of correct response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Keeping graphs/charts of student’s progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Conferencing with student’s parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Conferencing with student’s other teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Student reading lesson to aide, peer tutor or teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Home/school communication system for assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Using tapes of materials the rest of class is reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Student using tapes at home, school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Classmate take notes with carbon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presentation:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Duration (Days/Weeks)</th>
<th>Success (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Giving assignments both orally and visually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies</td>
<td>Duration (Days/Weeks)</td>
<td>Success (Yes or No)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1. Providing opportunities for extra practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Providing study guide/outline to follow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reducing quantity of material</td>
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<tr>
<td>4. Providing instructional materials geared to lower level of basic skills</td>
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<tr>
<td>5. Vocabulary flash cards</td>
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<tr>
<td>6. Vocabulary words in context</td>
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<tr>
<td>7. Special materials</td>
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<tr>
<td>8. Other:</td>
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</tbody>
</table>

Are there any other strategies you have used that are not listed above? Please describe, including duration and success:

# Sample Teacher Collaboration Log

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Strengths</th>
<th>Needs</th>
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<table>
<thead>
<tr>
<th>Celebrations</th>
<th>Next Steps</th>
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</table>
Core Instruction for Students with TBI

Students with TBI have a wide range of abilities and needs. Educators must consider each student's individual profile of strengths and needs when designing an educational program.

The Assessment-Instruction Cycle

Hypothesize
Use available knowledge to make a hypothesis about the student's starting level and select a strategy that fits. Obtain information from the student's history through:

- Classroom assessments
- Observations
- Work samples

Select 1 or 2 target goals.

Design
Design instruction for the tasks that you are going to teach.

Teach
Teach the material using the following sequence:

- Gain the student's attention.
- Demonstrate what you want the student to do, using mostly positive and some negative examples.
  - Show examples of what you do and don't want.
  - Point out how the positive examples are the same.
  - Use consistent wording to reduce the chance for error.
- Practice (with assistance).
- Give opportunities for repetition with guidance to prevent errors.
- Allow independent practice in old and new settings.
- Use pacing that is brisk (in the student's perception).
  - Request frequent student involvement and responses.
  - Provide time for the student to think.
- Monitor student performance to prevent errors in practice and responses.
- Give feedback in a positive way.
- Include systematic reinforcement and correction in a positive way.

Evaluate

- Was the starting level correct?
- Did you monitor the student's performance?
- Record the student's progress.
- Review student progress.
- Change the instruction as needed until the student is making progress in the designated curriculum.
Strategies for Memory (TBI)

The following strategies are to be used within an instructional design for students with TBI. The effectiveness of any strategy should be evaluated for each student.

• Maintain a consistent routine.
• Give information in several ways: verbal, written, demonstration, pictures.
• Limit the amount of information given at one time.
• Give the student a homework-only folder, and check it with the student at the beginning and end of each class.
• Designate a bag or pack in which to keep materials that go to and from school.
• Give the student an extra set of textbooks for home.
• Provide photocopies of notes or overheads.
• Regularly summarize information.
• Use review sheets.
• Give verbal reminders of upcoming significant events.
• Repeat or rephrase directions and ask the student to confirm them.
• Teach the student to use external aids such as notes, memos, daily schedules, and assignment sheets. Provide repetition and frequent review of instructional materials.
• Provide immediate and frequent feedback to enable the student to interpret success or failure.
• Teach the student to categorize, associate, rehearse, and/or chunk information.
• Allow the use of audio taping for later review.
Possible Signs of TBI Students

Teachers (general and special education) can use this information if they have concerns about a student who may have TBI that is not yet identified.

**Communication**
- How does the student follow directions?
- What types of directions are most easily followed?
  - Spoken directions, written or visual directions
- How much structure does the student need to follow directions?
- Does the student often forget verbal directions - even with reminders?
- How is the student's vocabulary, rate of speech, grammar and ability to respond to questions?
- What is the student's ability to carry on a conversation (e.g. fluency, ability to track conversation and respond appropriately)?
- How are the student's listening skills? (e.g. interrupting the class, asks for information or directions multiple times)

**Organization**
- Does the student become confused, irritated or lost when changing tasks within the classroom?
- Does the student become physically lost when changing classes - even if it is a familiar route?
- How are the student's organizational abilities?

**Physical**
- Does the student show signs of fatigue or irritability?
- How is the student's dress and hygiene?
- What is the student's rate of body movements (e.g. slow, halting, rapid or impulsive)?
- How are the student's spatial skills (e.g. getting lost, misreaching)?
- What are the student's motor mannerisms (e.g. balance, muscle tone, restlessness)?

**Academic**
- Does the student begin and end assignments independently?
  - Are cues needed? What cues are needed?
- Does the student stay on task? How long? Under what circumstances?
  - Does the student need cues or structure to stay on task?
- Are assignments incomplete or do they have errors that appear to be careless?

**Social**
- How is the student's judgment about safety and social situations?
- How is the student's affect (e.g. flattened, aroused, depressed, under responsive)?

**Cognitive**
- Does the student have difficulty knowing what to pay attention to when there are several distractions?
- How is the student's attention span (e.g. attentive, distractible, variable throughout the day)?
- Does the student have difficulty understanding new concepts in a specific academic area?
- Is the student's rate of learning and performance slow or reduced?
- How is the student's behavior (e.g. social appropriateness and ability to modify behavior to fit the situation)?
- How is the student's memory for new learning?

## Sample Mastery Spelling List

<table>
<thead>
<tr>
<th>Done</th>
<th>Spelling Word</th>
<th>Date on Test</th>
<th>Date in Writing</th>
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Hierarchy of Skills for Reading Comprehension
Links to Graphic Organizers

Graphic Organizers

*Note: some of these sites have ads/sponsors. Including them here does not indicate an endorsement of any product.*

- Comprehensive lists of graphic organizers –For all grades and English Learners
  - [http://www.greece.k12.ny.us/academics.cfm?subpage=478](http://www.greece.k12.ny.us/academics.cfm?subpage=478)
  - [http://www.thinkport.org/technology/template.tp](http://www.thinkport.org/technology/template.tp)
  - [https://www.teachervision.com/graphic-organizers/printable/6293.html](https://www.teachervision.com/graphic-organizers/printable/6293.html)

- For younger grades:
  - [http://edhelper.com/teachers/graphic_organizers.htm](http://edhelper.com/teachers/graphic_organizers.htm)

- Focused on reading comprehension:
  - [http://www.teacherfiles.com/resources_organizers.htm](http://www.teacherfiles.com/resources_organizers.htm)

Other Resource Links

General Education Teachers’ Responsibilities in IEP Meetings:
Component 9 Resources: Post-Secondary Transition

Sample Student Transition Interview

Please read these statements and finish in your own words. If you are unsure of how to answer, please ask but you can choose to leave it blank.

1. What I enjoy most about high school:

___________________________________________________________________________________________
___________________________________________________________________________________________

2. What I am involved in or hope to get involved in at high school:

___________________________________________________________________________________________
___________________________________________________________________________________________

3. What I am involved in after school (ex: clubs, sports, volunteer work, job):

___________________________________________________________________________________________
___________________________________________________________________________________________

4. What I hope to do after high school (work, BCC, college/university, travel):

___________________________________________________________________________________________
___________________________________________________________________________________________

5. What my dream job is:

___________________________________________________________________________________________

6. Where I hope to live someday (ex: city, apartment, house):

___________________________________________________________________________________________

7. What I like to do for fun when I’m not in school:

___________________________________________________________________________________________

8. I hope to get my driver’s permit soon. [circle one] YES NO
   I have my driver’s permit. [circle one] YES NO
   I have my driver’s license. [circle one] YES NO

9. I currently have a part-time job. [circle one] YES NO
   I have had a part-time job in the past. [circle one] YES NO

   If yes, please list: _______________________________

Adapted from: https://excentonline.brevard.k12.fl.us/ExcentIEPweb/Transition%20by%20Age.htm
Sample Guide to a Focused Plan of Study

During the student’s 8th grade year, the student, parents/guardians, school counselor, special education teacher, and/or other school personnel should collaborate to develop an initial focused plan of study (e.g. four-year plan) as deemed appropriate. Best practice would be to complete this at the same time the IEP Team completes the transition components of the student’s IEP. When developing the focused plan of study, the student’s academic history, career interests, learning styles and preferences, strengths and weaknesses, and educational assessments should be taken into consideration.

During the student’s 10th grade year, the team needs to focus on what the student will need in order to transition to postsecondary study and/or work upon graduation. The plan should contain information about the student’s career options and long term goals of and identify the courses that the student will need to take throughout his/her high school career.

A signed copy of the focused plan of study should be placed in the student’s cumulative/permanent record and attached to the student’s current IEP. When updates are made to the plan, the revised copy should be attached to the current IEP.

The focused plan of study should be reviewed annually and revised/adjusted based on changes in the student's coursework, interests, and career goals. The student’s case manager, in collaboration with the school counselor and other IEP Team members, should be responsible for reviewing and updating the focused plan of study. The purpose of the annual review is to ensure that the student is making progress toward meeting graduation requirements, accruing the number of credits necessary during each semester to be on track to graduate, and for advising the student on the appropriate courses to take.

When completing the transition IEP component and the focused plan of study, consider the following questions:

1. Is there evidence that the student was involved in this process?
2. Is there evidence to support that an age appropriate transition was administered and the results were used to help determine measurable post-secondary goals?
3. Is there evidence in the student’s transition IEP that the measurable post-secondary goals address education, training, employment, and independent living?
4. Does the IEP Course of Study section accurately reflect what is on the student’s focused plan of study, and will it reasonably enable the student to meet his/her post-secondary goals?
5. Are there transition services in the student’s IEP that will reasonably enable the student to meet the post-secondary goals?
6. Is there at least one IEP goal related to the student’s transition services in the student’s IEP?
Formal Transition Assessments

**Functional Academics** – Formal and informal curriculum-based measures, end-of-course and -grade assessments, statewide tests, and observations of student classroom behaviors (e.g. participation in group work, on-task behaviors, assignment completion) provide useful information regarding a student’s strengths, needs, and interests in the area of academics that are relevant to future education or training environments.

- End of Course tests
- Alternative End of Course tests
- Basic Achievement Skills Inventory (BASI, Bardos, 2002)
- Brigance Inventory of Essential Skills
- Iowa Test of Basic Skills
- Wechsler Individual Achievement Test-2 (WIAT-2)
- Woodcock-Johnson III (WJIII)

**Learning Styles** – Personality inventories measure individual differences in social traits, motivational drives and needs, attitudes, and adjustment. Personality measures offer a means of evaluating support for, or critique of, a career under consideration.

- Barsch Learning Style Inventory
- Piney Mountain Learning Styles Inventory

**Vocational Aptitudes** – An aptitude test is a measure of a specific ability relative to a given norm group (e.g. age peers, employees in a given job). Ability involves what a person can do now or, given the adequate opportunities and support, in the future (Betz, Fitzgerald, & Hill, 1989).

- Armed Services Vocational Aptitude Battery (ASVAB)
- Enderle-Severson Transition Rating Scales
- The Environmental Job Assessment Measure: E-JAM
- EXPLORE
- O*NET Ability Profiler (U.S. Department of Labor Employment and Training Administration, 2002)
- Practical Assessment Exploration System (PAES)
• Vocational Interest, Temperament, and Aptitude System (VITAS)

**Manual Dexterity** – A means to determine a student’s ability and aptitude for certain work related applications and for recommending job placement that requires manual dexterity.

- Crawford Small Parts Dexterity Test
- Minnesota Manual Dexterity Test
- Pennsylvania Bi-Manual Dexterity Test

**Vocational Interests** – Interest inventories help a person determine his/her likes and dislikes, favorite activities, and personality. Students then compare those qualities with the qualities of people who are already working in specific careers.

- Ashland Interest Assessment (AIA)
- Becker Reading Free Interest Inventory 2– Revised
- Harrington-O’Shea Career Decision Making System - Revised
- O*NET Career Interest Inventory (U.S. Department of Labor, 2002)
- Picture Interest Career Survey (Brady, 2007)

**Daily Living Skills** – Adaptive behavior assessments help determine whether a student needs a post-secondary goal in the area of independent living, including the type and amount of special assistance he/she may need to be successful in a given environment (e.g. residential, self-care, transportation, social communication, and community participation).

- AAMR Adaptive Behavior Scales – School
- AAMR Supports Intensity Scale
- Ansell-Casey Life Skills Assessment (Level III)
- Brigance Life Skills Inventory (Brigance, 1994)
- Comprehensive Adult Student Assessment system (CASAS)
- Functional Skills Screening Inventory
Informal Transition Assessments

**Interviews/questionnaire** – Gathering information to determine a student’s interests and needs as well as knowledge about his/her strengths, aptitudes, and resources in relation to goals and dreams.

- Self-Advocacy Curriculum – UT Center for Literacy, Education and Employment
- Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges – National Collaborative on Workforce & Disability (NCWD)
- ARC Self Determination Scale – Dr. Michael Wehmeyer, Zarrow Center (may not be modified without specific permission from Dr. Wehmeyer)

**Direct Observations** – An informal protocol that can be used by a variety of observers to assess a student’s ability to learn new tasks, to perform those tasks in a variety of settings, and to use good workplace behaviors.

- National Secondary Transition Technical Assistance Center (NSTTAC) - Age Appropriate Transition Assessment Toolkit 3rd Edition
- National Secondary Transition Technical Assistance Center (NSTTAC) – Lesson Plan Starters

**Curriculum-Based Assessments (CBI)** - An assessment process that aligns with a curriculum that the LEA has chosen for a particular student group. Assessments may be provided through the curriculum or derived directly from the curricular material.

- Microcomputer Evaluation of Careers and Academics (MECA®) - Conover Company
- Skills to Pay the Bills: Mastering Soft Skills for Workplace Success – Office of Disability Employment Policy
**Component 10 Resources: Accommodations**

**Sample School-Age Checklist: OT/PT Services (5-12 Years)**

Name: _______________________________ Age: _____ DOB: __________ Date: ____________

Please fill out the following checklist in order to help us determine the most appropriate evaluation for your child.

<table>
<thead>
<tr>
<th>Does your child exhibit the following:</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Gross Motor Skills</strong></td>
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<tr>
<td>1. Seems weaker or tires more easily than other children his/her age.</td>
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<tr>
<td>2. Difficulty with hopping, jumping, skipping or running compared to others his/her age.</td>
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<tr>
<td>3. Appears stiff and awkward in movements.</td>
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<td>4. Clumsy or seems not to know how to move body, bumps into things.</td>
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<tr>
<td>5. Tendency to confuse right and left body sides.</td>
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<td>6. Hesitates to climb or play on playground equipment.</td>
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<td>7. Reluctant to participate in sports or physical activity; prefers table activities.</td>
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<td>8. Seem to have difficulty learning new motor tasks.</td>
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<td>9. Difficulty pumping self on swing; poor skills in rhythmic clapping games</td>
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<tr>
<td><strong>Fine motor skills</strong></td>
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<tr>
<td>1. Poor desk posture (slumps, leans on arm, head too close to work, other hand does not assist).</td>
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<tr>
<td>2. Difficulty drawing, coloring, copying, cutting, avoidance of these activities.</td>
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<tr>
<td>3. Poor pencil grasp; drops pencil frequently.</td>
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<tr>
<td>4. Pencil lines are tight, wobbly, too faint or too dark; breaks pencil more often than usual.</td>
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<tr>
<td>5. Tight pencil grasps; fatigues quickly in writing or other pencil and paper tasks.</td>
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<td>6. Hand dominance not well established (after age six).</td>
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<td>7. Difficulty in dressing; clothing off or on, buttons, zippers, tying bows on shoes.</td>
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<tr>
<td><strong>Touch</strong></td>
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<tr>
<td>1. Seems overly sensitive to being touched; pulls away from light touch.</td>
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<td>2. Has trouble keeping hands to self, will poke or push</td>
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<td>3. Touches things constantly &quot;learns&quot; through his/her fingers.</td>
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<td>4. Has trouble controlling his interactions in group games such as tag, dodge ball.</td>
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<td>5. Avoids putting hands in messy substances</td>
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<td>6. Seem to be unaware of being touched or bumped.</td>
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<td>7. Has trouble remaining in busy or group situations</td>
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<tr>
<td>Does your child exhibit the following:</td>
<td>Frequently</td>
<td>Sometimes</td>
<td>Never</td>
<td>Comments</td>
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<tr>
<td><strong>Movement and Balance</strong></td>
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<tr>
<td>1. Fearful moving through space (teeter-totter, swing).</td>
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<td>2. Avoids activities that challenge balance; poor balance in motor activities</td>
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<td>3. Seeks quantities of movement including swinging, spinning, bouncing and jumping.</td>
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<td>4. Difficulty or hesitancy learning to climb or descend stairs.</td>
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<td>5. Seems to fall frequently.</td>
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<td>6. Gets nauseated or vomits from other movement experiences, e.g., swings, playground merry-go-rounds.</td>
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<td>7. Appears to be in constant motion, unable to sit still for an activity.</td>
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<td><strong>Visual perception</strong></td>
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<tr>
<td>1. Difficulty naming or matching colors, shapes or sizes.</td>
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<td>2. Difficulty in completing puzzles; trial and error placement of pieces.</td>
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<tr>
<td>3. Reversals in words or letters after first grade.</td>
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<td>4. Difficulty coordinating eyes for following a moving object, keeping place in reading, copying from blackboard to desk.</td>
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<td><strong>Auditory Language</strong></td>
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<tr>
<td>1. Appears overly sensitive to loud noises (e.g., bells, toilet flush).</td>
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<td>2. Is hard to understand when she/he speaks.</td>
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<tr>
<td>3. Appears to have difficulty understanding or paying attention to what is said to him or her.</td>
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<td>4. Easily distracted by sounds; seems to hear sounds that go unnoticed by others.</td>
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<td>5. Has trouble following two-three step commands.</td>
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<td><strong>Emotional</strong></td>
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<tr>
<td>1. Does not accept changes in routine easily.</td>
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<td>2. Becomes easily frustrated.</td>
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<tr>
<td>3. Difficulty getting along with other children.</td>
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</tr>
<tr>
<td>4. Apt to be impulsive, heedless, accident-prone.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Easier to handle in small group or individually.</td>
<td></td>
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</tr>
<tr>
<td>6. Marked mood variations, tendency to outbursts or tantrums.</td>
<td></td>
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</tr>
<tr>
<td>7. Tends to withdraw from groups; plays on the outskirts.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Trouble making needs known in an appropriate manner.</td>
<td></td>
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</tr>
<tr>
<td>9. Avoids eye contact.</td>
<td></td>
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</tr>
</tbody>
</table>
Academic Difficulties
• ___ Reading
• ___ Distractible
• ___ Slow writer
• ___ Following directions
• ___ Phys. Ed.
• ___ Math
• ___ Restless
• ___ Poorly organized
• ___ Spelling
• ___ Hyperactive
• ___ Finishing tasks
• ___ Short attention span
• ___ Remembering information

How concerned are you about the above-checked problems?
Not concerned____  Slightly ____  Moderately ____  Very _____

Child’s Name: __________________________ Date of Birth: ________ Age: ___ Date completed _______
Name of Case Manager/Therapist/Teacher: _______________________________________________________
Name of School: _______________________________________________________________________
Parent(s)’ Name: _______________________________________________________________________
Signature of person completing form: ____________________________________ Phone: ___________________
## Safety Plan Sample

<table>
<thead>
<tr>
<th>Behavioral Signs</th>
<th>Response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Calm: Following directions and participating</td>
<td>* Keep the momentum going – points; positive feedback. Offer encouragement like “good listening.”</td>
</tr>
<tr>
<td>1. Trigger/Beginning agitation:</td>
<td>* Step 1:</td>
</tr>
<tr>
<td>2. Increased agitation:</td>
<td>* Step 2:</td>
</tr>
<tr>
<td>3. Acceleration:</td>
<td>* Step 3:</td>
</tr>
<tr>
<td>4. Peak escalation:</td>
<td>* Step 4:</td>
</tr>
<tr>
<td>5. De-escalation:</td>
<td>* Step 5:</td>
</tr>
</tbody>
</table>
Component 12 Resources: Behavior

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# 5 Point Self-Graphing Data Collection Sheet

Name: ________________________

<table>
<thead>
<tr>
<th>Criteria: ___</th>
<th>ND</th>
<th>ND</th>
<th>ND</th>
<th>ND</th>
<th>ND</th>
<th>ND</th>
<th>ND</th>
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<tr>
<td>5</td>
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</tbody>
</table>

OR Use to tally 5 trials of a task
When trial does not meet goal criteria, X out top #
When trial meets goal, circle bottommost # (start with 1)
Sample Daily Point Sheet

Daily Point Sheet for (M T W R F) ___________/___________/___________

<table>
<thead>
<tr>
<th>Behavior</th>
<th>AM Routine</th>
<th>Specials</th>
<th>AM 5th grade</th>
<th>Lunch</th>
<th>Recess</th>
<th>PM 5&lt;sup&gt;th&lt;/sup&gt; grade</th>
<th>End of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complying with adult requests the first time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate language and interactions with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectful behavior towards adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quietly paying attention during instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completing assignments, staying on task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
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<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Total Points earned___________/70= ____________% daily points
Level for next week_______

PARENT SIGNATURE:
__________________________

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>R</th>
<th>F</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
2=compliance with 0-1 redirects
1=compliance with 2 redirects
0=non-compliance
## Intensity Data Collection

Date___________________________            Student________________________

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Teachers Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specials 8:45-9:35</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Reading 9:35-10:30</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Reading 10:30-11:20</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Reading 12:05-12:30</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Math 12:30-1:30</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Sci/SS 2:00-2:35</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Intervention Block 2:35-3:15</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Level 1
- Off-task but no disruptions
- Low-level verbal disruption
- Low-level physical disruption (walking around the room)

Level 2
- Escalated verbal disruption (repeated calling out)
- Escalated physical disruption (property misuse)
- Failure to follow adult directives in a timely manner (5-10 secs)

Level 3
- Overt defiance
- Tries to leave room/area
- Tries to leave time out

Level 4
- Physical violence
## Sample Daily Behavior Tool

**Student’s Name:** ________________________

<table>
<thead>
<tr>
<th>Teacher/ Class</th>
<th>Comments</th>
<th>Student’s Overall Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/ Class</td>
<td></td>
<td>☑ ☑</td>
</tr>
<tr>
<td>Teacher/ Class</td>
<td></td>
<td>☑ ☑</td>
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<tr>
<td>Teacher/ Class</td>
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<td>☑ ☑</td>
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<tr>
<td>Teacher/ Class</td>
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<td>☑ ☑</td>
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<tr>
<td>Teacher/ Class</td>
<td></td>
<td>☑ ☑</td>
</tr>
<tr>
<td>Teacher/ Class</td>
<td></td>
<td>☑ ☑</td>
</tr>
</tbody>
</table>

**Teacher’s Name/ Activity**

**Comments**

**Student’s Overall Behavior**

 DatePicker: 05 08 2023
Hypothesizing Function(s) Form

Under these situations: (Slow Triggers)
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

When this occurs: (Fast Triggers)
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Student does/says (Problem Behavior):
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Student gets/avoids: (Consequences)
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

We think it is because: (Perceived Function)
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Hypothesis statement format: Under these situations ________________________________
and _______________ occur(s), student does______________    and gets    ________________
(Slow Triggers)           (Problem Behavior)                 (Actual Consequences)
(Fast Triggers)        (Problem Behavior)                 (Actual Consequences)
We think it is because____________________
(Perceived Function).
### Sample Behavior Observation Form

**Target Student:** ______________________________   **Sex:** _____   **Grade:** ___________   **Date:** ___________________

**School:** _____________________________________   **Teacher:** ________________________________________

**Observer:** _____________________________________   **Type of Class:** ________________________________

**Class Activity:** _________________________________________________________________________

**Position (circle 1):** Teacher-directed whole class   Teacher-directed small group   Independent work session

**Directions:** Ten-second interval. Observe each student **once**; then record the data. This is a partial interval recording. If possible, collect full 15 minutes under teacher-directed or independent conditions. If not, put a slash when classroom conditions change. **Classmates observed must be the same sex as the target student.**

<table>
<thead>
<tr>
<th>Target Student</th>
<th>Classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Student</th>
<th>Classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Student</th>
<th>Classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Student</th>
<th>Classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Note:** To observe class – begin with the first same-sex student in row 1. Record each subsequent same-sex student in following intervals. Data reflect an average of classroom behavior. Skip unobservable students.

**ON-TASK CODES:** / = Eye contact with teacher or on-task and performing the requested task.

**OFF-TASK CODES:**
- **T** = Talking out/noise: Inappropriate verbalizing or making sounds with object, mouth, or body.
- **O** = Out of seat: Student fully or partially out of assigned seat without teacher permission.
- **I** = Inactive: Student not engaged with assigned task and passively waiting, sitting, etc.
- **N** = Noncompliance: Breaking a classroom rule or not following teacher direction within 15 seconds.
- **P** = Playing with object: Manipulating objects without teacher permission.

**OTHER CODES (to be done in addition to on- and off-task codes):**
- **+** = Positive Teacher Interaction: One-on-one positive comment, smiling, touching, or gesture.
- **=** = Negative Teacher Interaction: One-on-one reprimand, implementing negative consequence, or negative gesture.
Behavior Observation Totals

Directions: Count up the total number of intervals you observed the student for, and write that number under the line in each box. Then total each behavior for the target student and write it above the corresponding line. To calculate the percentage, do top number divided by bottom number, and move the decimal two spaces to the right. Total percentages in each column should add up to be 100%.

<table>
<thead>
<tr>
<th>Student</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/B = ___%</td>
<td>A/B = ___%</td>
</tr>
<tr>
<td>On Task (/)</td>
<td>= %</td>
</tr>
<tr>
<td>Talking Out (T)</td>
<td>= %</td>
</tr>
<tr>
<td>Out of Seat (O)</td>
<td>= %</td>
</tr>
<tr>
<td>Inactive (I)</td>
<td>= %</td>
</tr>
<tr>
<td>Noncompliance (N)</td>
<td>= %</td>
</tr>
<tr>
<td>Playing with Object (P)</td>
<td>= %</td>
</tr>
</tbody>
</table>

Teacher Interaction Totals

# of Minutes observed: ______
# of Positive Interactions: ______
# of Negative Interactions: ______
Ratio of Positive to Negative: ______:______
Sample Behavior Plan: Baseball League

Dear Bobby Doe,

Welcome to the Krazy Baseball League. Like all good ball players, you are starting as a rookie. Rookies are the newest guys on the team and they need to show their coaches how good they are to get exciting chances and choices. You have that chance to move up to being on the Starting Line-Up and then to All-Stars but it is up to you how well you do.

Each day you have 3 chances before you strike out for the day. Each time you have trouble controlling your temper or acting like a fourth grader you get a strike. If you get three strikes in the same day, you struck out and have to wait until tomorrow for another chance to score. If you don’t strike out, then you get a

SCORE!!!!!!

And get 1 point. Mom and Dad will help keep track of you points that you can trade-in for cool choices.

Good Luck! I know you can do it and show that you are ready for the Starting Line-up and All-Stars.

Mom, Dad, and Your Teacher

---

5 Points:
- Treat at Sonic
- Little Caesars
- Bike ride with mom or dad to the park

10 Points:
- Swimming at the rec. center
- Dairy Queen
- Subway
- Stay up 30 minutes past bedtime

15 Points:
- Overnight with a friend (on the weekend)
- Family game night

20 points:
- Trip to the aquarium
- Trip to the museum
- Go to the movies

25 Points:
- $10 gift card to the store of your choice

50 Points:
- Wii game
- DSi game
- Sample Behavior Plan Letter

---

Dear Bobby Doe,

I want to congratulate you on your success as a rookie in the Krazy Baseball League. You have grown from a young player who was just learning to control his frustration and anger to a young man who shows fourth grade behavior at school and at home. Your coaches, Mom, Dad and Mrs. G have talked and agree, you are ready to be promoted to...

THE STARTING LINE-UP!!!

Each day you now have 2 chances before you strike out for the day. Just like when you were a rookie, each time you have trouble controlling your temper or acting like a fourth grader you get a strike. If you get two strikes in the same day, you struck out and have to wait until tomorrow for another chance to score. If you don’t strike out, then you get a

SCORE!!!!!!

And get 1 point. Mom and Dad will help keep track of you points which you can trade-in for cool choices.

Good Luck! I know you can make it to the All-Stars.

Mom, Dad, and Your Teacher
**Fine/Gross Motor OT Checklist**

**Can You Change Your Engine Speed?**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Before I do this, my engine is running on...</th>
<th>After I do this, my engine is running on...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

(Sensory-Motor Preference Checklist
(Adapted from “How Does Your Engine Run?” by Therapy Works, Inc.)
Sensory-Motor Preference Checklist

Directions: This checklist was developed to help adults recognize what strategies their own systems employ to attain an appropriate state of alertness. Mark the items below that you use to increase (>) or to decrease (<) your state of alertness. You might mark both (> < ) on some items. Other you might not mark the items at all.

SOMETHING IN YOUR MOUTH (ORAL MOTOR INPUT):

- drink a milkshake
- suck on hard candy
- crunch or suck on ice pieces
- tongue in cheek movement
- “chew” on pencil/pen
- chew on coffee swizzle sticks
- Take slow deep breaths
- Drink carbonated drink
- Eat a cold Popsicle
- Eat a pickle
- Suck, lick, bite on your lips or the inside of your cheeks
- Drink coffee, caffeinated tea, hot cocoa or warm milk

MOVE (VESTIBULAR INPUT):

- Doodle while listening
- rock in a rocking chair
- shift or “squirm” in a chair
- Push chair back on 2 legs
- Aerobic exercise
- Isometrics, lift weights
- Rock own body slightly
- Scrub kitchen floor
- Roll neck and head slowly
- Sit with crossed legs and bounce one slightly

TOUCH (TACTILE INPUT):

- Twist own hair
- Move keys or coins in pocket with your hand
- Cool shower
- Warm bath
- Receive a massage
- Pet a dog or cat
- Drum fingers or pencil on table
- Rub gently on skin or clothes

LOOK (VISUAL INPUT): How do you react to:

- Open window
- Watch a fire in fireplace
- Watch a fish tank
- Watch a sunset or sunrise
- Watch “oil and water” toys when sleeping
- a cluttered desk or room when needing to concentrate

LISTEN (AUDITORY INPUT): How do you react to:

- Listen to classical music
- Listen to Hard Rock
- Listen to others “hum”
- work in “quiet room”
Questions to Consider

- Review this Sensory-Motor Preference Checklist. Think about what you do in a small subtle manner to maintain an appropriate alertness level that a child with a less mature nervous system may need to do in a larger more intense way.
- Notice which types of sensory input are comforting to your nervous system and which types of sensory input bother your nervous system. Are your items clustered in a certain category of sensory input?
- Consider how often (frequency), how long (duration) how much (intensity) and with what rhythm (fast, slow, uneven, even) you use these inputs to change your state of alertness.
- When you need to concentrate at your work space, what sensory input do you prefer to work most efficiently?
  - What do you put in or around your mouth? (food, gum, etc.)
  - What do you prefer to touch (clothing, fidget items, etc.)
  - What types of movement do you use (rock in chair, tap fingers, move foot, stretch breaks, etc.)
  - What are your visual preferences? (natural lighting, visual distractions, clutter, etc.)
  - What auditory input do you use? (music, people talking, TV in background, etc.)
Changing How Alert You Feel

1. Put Something In Your Mouth:
   - Eat hard candy (sugarless)
   - Eat crunchy food (pretzels, popcorn, nuts, apples)
   - Eat chewy food (gum, raisins, bagels, chunks of cheese)
   - Eat sour food (pickles, sour candy)
   - Eat sweet food (fruit or candy)
   - Drink from a straw, an “exercise bottle” to drink liquids such as a milkshake, a “Slurpee” (partially frozen drink) or other drinks
   - Try a combination: trail mix (crunchy and chewy & sweet), Starbursts (chewy, sweet & tart) or chips dipped into salsa (crunchy & spicy)

2. Move: (try moving before you need to concentrate)
   - Do isometrics (push arms on a wall or push hands together)
   - Walk quickly (take a dog for a walk)
   - Run up and down stairs
   - Shake your head quickly
   - Roll your neck slowly in a circular motion
   - Jump up and down or try to jump to touch a door frame
   - Play sports (basketball, swimming, baseball, Frisbee, etc.)
   - Do aerobics with a group or at home to music
   - Dance
   - “Doodle” on paper
   - Use a therapy ball

3. Touch:
   - Try holding and fidgeting with a Koosh Ball, paper clips, rubber bands, straw, jewelry or clay
   - Rub gently or vigorously on your skin or clothing
   - Take a cool shower or warm bath
   - Wash your face with a cold or hot wash cloth
   - Pet or play with an animal
   - Hold or lean up against stuffed animal or large pillows.

4. Look:
   - Put bright lights on in room if you are in low speed
   - Dim the lights if you are in high speed
   - Clear off the table you are working on if it distracts you
   - Watch fish in an aquarium
   - Read a book or look at magazines

5. Listen:
   - Listen to classical type music (even, slow beat)
   - Listen to hard rock type music (loud bass, uneven beat)
   - Use a MP3 player if the music bothers someone else
   - Avoid loud, noisy places if you are in a high speed or if it bothers you when you are trying to concentrate
Occupational Therapy Referral Checklist

**Gross Motor (Upper Body Strength, muscle tone, trunk stability)**
- Slumps in chair
- Holds head up with hand
- Fidgety in chair
- Leans on things when standing
- Tires easily (fatigues before peers, difficulty finishing assignments)
- Muscles seem tight and rigid
- Muscles seem weak and floppy
- Low Endurance
- Tremors
- Difficulty with hopping, skipping, running, compared to same age peers
- Clumsy or seems to not know how to move body; bumps into things
- Tendency to confuse left and right body sides (after age 6)
- Falls frequently
- Reluctant to participate in sports or physical activity

**Fine Motor (grasp patterns, hand/wrist strength, in-hand manipulation)**
- Awkward grasp on pencil/scissors
- Writing pressure too light/too heavy
- Drops things easily
- Flexes wrist when writing/cutting
- Experiences hand fatigue/pain
- Excessive hand perspiration
- Poor isolation on fingers on keyboard
- Writing not fluid
- Tries to avoid drawing, coloring, cutting, or writing
- Non-dominant hand fails to hold paper stable when writing/coloring
- Shows inconsistent hand dominance if older than age 6
- Difficulty manipulating fasteners
- Written assignments illegible (spacing, letter height)
- Immature/awkward scissors grasp
- Difficulty with keyboarding skills

**Visual Perceptual/Motor/Handwriting/Oculomotor (body perception, visual perception, visual motor integration, eye-hand coordination, visual focus and tracking)**
- Poor letter recognition
- Poor letter formation
- Poor letter/word spacing/alignment
- Inaccurate or slow copying/reading
- Difficulty completing reading/writing (loses place, omits words, add words)
- Poorly organized writing
- Cannot think of what to write about
- Poor drawing skills
- Unable to accurately draw a person
- Letter/word reversals (past 1st grade)
- Difficulty coloring within boundaries
- Difficulty staying on lines with cutting
- Confuses right/left (past kindergarten)
- Poor alignment of numbers in math
- Poor memory for written directions
- Poor spelling skills
- Moves head back and forth while reading
- Eye watering/rubbing/squinting
- Poor eye-hand coordination in gym
- Does not recognize or fix own errors well
- Difficulty with mazes and/or dot-to-dots
- Difficulty copying designs with manipulatives or on paper/graphs/dot maps
- Rubs eyes, squints, head close to paper
- Difficulty duplicating shapes, words, and numbers from the board, book, or model
- Loses place on page (reading or writing)

**Sensory Processing (touch, visual processing, auditory processing, movement, body awareness)**

- Avoids or has difficulty with eye contact
- Is easily distracted by visual stimulation
- Seems not to understand what was said
- Seems overly sensitive to sounds
- Appear reluctant to participate in sports
- Distracted by lots of noise and games
- Unable to follow 2-3 directions
- Prefers to touch rather than be touched
- Often seems overly active
- Avoids getting hands messy (art)
- Hits or pushes other children
- Seems more sensitive to pain than others
- Oblivious to bruises/heavy falls
- Complains that others hit/push him/her
- Mouths clothing/objects frequently
- Difficulty making friends
- Tends to prefer to play alone
- Has strong desire for routine/sameness
- Intense and easily frustrated
- Has strong outbursts of anger/frustration
- Lacks carefulness/Impulsive
- Bumps into things frequently
- Moves in/out of chair while working
- Falls out of chair
- Seems clumsy
- Seems to deliberately fall or tumble
- Distracted by background noises
- Fearful moving through space (swing)
- Avoids activities that challenge balance
- Avoids playing on playground equipment
- Extremely picky eater; often refuses foods kids typically eat at school/daycare

Adapted from: Carolina Therapy Connection
Adapted Sensory Processing Disorder Checklist: Signs and Symptoms of Dysfunction

*Please check all that apply*

<table>
<thead>
<tr>
<th>Tactile Sense: input from the skin receptors about touch, pressure, temperature, pain, and movement of the hairs on the skin.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Signs Of Tactile Dysfunction:</strong></td>
</tr>
<tr>
<td><strong>1. Hypersensitivity To Touch (Tactile Defensiveness):</strong></td>
</tr>
<tr>
<td>Becomes fearful, anxious or aggressive with light or unexpected touch</td>
</tr>
<tr>
<td>As an infant, did/does not like to be held or cuddled; may arch back, cry, and pull away</td>
</tr>
<tr>
<td>Distressed when diaper is being, or needs to be, changed</td>
</tr>
<tr>
<td>Appears fearful of, or avoids standing in close proximity to other people or peers (especially in lines)</td>
</tr>
<tr>
<td>Becomes frightened when touched from behind or by someone/something they cannot see (such as under a blanket)</td>
</tr>
<tr>
<td>Complains about having hair brushed; may be very picky about using a particular brush</td>
</tr>
<tr>
<td>Bothered by rough bed sheets (i.e., if old and &quot;bumpy&quot;)</td>
</tr>
<tr>
<td>Avoids group situations for fear of the unexpected touch</td>
</tr>
<tr>
<td>Resists friendly or affectionate touch from anyone besides parents or siblings (and sometimes them too!)</td>
</tr>
<tr>
<td>Dislikes kisses, will &quot;wipe off&quot; place where kissed</td>
</tr>
<tr>
<td>Prefers hugs</td>
</tr>
<tr>
<td>A raindrop, water from the shower, or wind blowing on the skin may feel like torture and produce adverse and avoidance reactions</td>
</tr>
<tr>
<td>May overreact to minor cuts, scrapes, and or bug bites</td>
</tr>
<tr>
<td>Avoids touching certain textures of material (blankets, rugs, stuffed animals)</td>
</tr>
<tr>
<td>Refuses to wear new or stiff clothes, clothes with rough textures, turtlenecks, jeans, hats, or belts, etc.</td>
</tr>
<tr>
<td>Avoids using hands for play</td>
</tr>
<tr>
<td>Avoids/dislikes/aversive to &quot;messy play&quot;, i.e., sand, mud, water, glue, glitter, play dough, slime, shaving cream/funny foam etc.</td>
</tr>
<tr>
<td>Will be distressed by dirty hands and want to wipe or wash them frequently</td>
</tr>
<tr>
<td>Excessively ticklish</td>
</tr>
<tr>
<td>Distressed by seams in socks and may refuse to wear them</td>
</tr>
<tr>
<td>Distressed by clothes rubbing on skin; may want to wear shorts and short sleeves year round, toddlers may prefer to be naked and pull diapers and clothes off constantly</td>
</tr>
<tr>
<td>Or, may want to wear long sleeve shirts and long pants year round to avoid having skin exposed</td>
</tr>
<tr>
<td>Distressed about having face washed</td>
</tr>
<tr>
<td>Distressed about having hair, toenails, or fingernails cut</td>
</tr>
<tr>
<td>Is a picky eater, only eating certain tastes and textures; mixed textures tend to be avoided as well as hot or cold foods; resists trying new foods</td>
</tr>
<tr>
<td>May refuse to walk barefoot on grass or sand</td>
</tr>
<tr>
<td>May walk on toes only</td>
</tr>
<tr>
<td><strong>2. Hyposensitivity To Touch (Under-Responsive):</strong></td>
</tr>
<tr>
<td>May crave touch, needs to touch everything and everyone</td>
</tr>
<tr>
<td>Is not aware of being touched/bumped unless done with extreme force or intensity</td>
</tr>
<tr>
<td>Is not bothered by injuries, like cuts and bruises, and shows no distress with shots (May even say they love getting shots!)</td>
</tr>
<tr>
<td>May not be aware that hands or face are dirty or feel his/her nose running</td>
</tr>
</tbody>
</table>
May be self-abusive; pinching, biting, or banging his own head
Mouths objects excessively
Frequently hurts other children or pets while playing
Repeatedly touches surfaces or objects that are soothing (i.e., blanket)
Seeks out surfaces and textures that provide strong tactile feedback
Thoroughly enjoys and seeks out messy play
Craves vibrating or strong sensory input
Has a preference and craving for excessively spicy, sweet, sour, or salty foods

**3. Poor Tactile Perception And Discrimination:**

<table>
<thead>
<tr>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has difficulty with fine motor tasks such as buttoning, zipping, and fastening clothes</td>
</tr>
<tr>
<td>May not be able to identify which part of their body was touched if they were not looking</td>
</tr>
<tr>
<td>May be afraid of the dark</td>
</tr>
<tr>
<td>May be a messy dresser; looks disheveled, does not notice pants are twisted, shirt is half untucked, shoes are untied, one pant leg is up and one is down, etc.</td>
</tr>
<tr>
<td>Has difficulty using scissors, crayons, or silverware</td>
</tr>
<tr>
<td>Continues to mouth objects to explore them even after age two</td>
</tr>
<tr>
<td>Has difficulty figuring out physical characteristics of objects; shape, size, texture, temperature, weight, etc.</td>
</tr>
<tr>
<td>May not be able to identify objects by feel, uses vision to help; such as, reaching into backpack or desk to retrieve an item</td>
</tr>
</tbody>
</table>

**Vestibular Sense:** input from the inner ear about equilibrium, gravitational changes, movement experiences, and position in space.

**Signs Of Vestibular Dysfunction:**

**1. Hypersensitivity To Movement (Over-Responsive):**

<table>
<thead>
<tr>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoids/dislikes playground equipment; i.e., swings, ladders, slides, or merry-go-rounds</td>
</tr>
<tr>
<td>Prefers sedentary tasks, moves slowly and cautiously, avoids taking risks, and may appear &quot;wimpy&quot;</td>
</tr>
<tr>
<td>Avoids/dislikes elevators and escalators; may prefer sitting while they are on them or, actually get motion sickness from them</td>
</tr>
<tr>
<td>May physically cling to an adult they trust</td>
</tr>
<tr>
<td>May appear terrified of falling even when there is no real risk of it</td>
</tr>
<tr>
<td>Afraid of heights, even the height of a curb or step</td>
</tr>
<tr>
<td>Fearful of feet leaving the ground</td>
</tr>
<tr>
<td>Fearful of going up or down stairs or walking on uneven surfaces</td>
</tr>
<tr>
<td>Afraid of being tipped upside down, sideways or backwards; will strongly resist getting hair washed over the sink</td>
</tr>
<tr>
<td>Startles if someone else moves them; i.e., pushing his/her chair closer to the table</td>
</tr>
<tr>
<td>As an infant, may never have liked baby swings or jumpers</td>
</tr>
<tr>
<td>May be fearful of, and have difficulty riding a bike, jumping, hopping, or balancing on one foot (Especially if eyes are closed)</td>
</tr>
<tr>
<td>May have disliked being placed on stomach as an infant</td>
</tr>
<tr>
<td>Loses balance easily and may appear clumsy</td>
</tr>
<tr>
<td>Fearful of activities which require good balance</td>
</tr>
<tr>
<td>Avoids rapid or rotating movements</td>
</tr>
</tbody>
</table>

**2. Hyposensitivity To Movement (Under-Responsive):**

<table>
<thead>
<tr>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>In constant motion, can't seem to sit still</td>
</tr>
<tr>
<td>Craves fast, spinning, and/or intense movement experiences</td>
</tr>
<tr>
<td>Loves being tossed in the air</td>
</tr>
<tr>
<td>Could spin for hours and never appear to be dizzy</td>
</tr>
<tr>
<td>Loves the fast, intense, and/or scary rides at amusement parks</td>
</tr>
<tr>
<td>Always jumping on furniture, trampolines, spinning in a swivel chair, or getting into upside down positions</td>
</tr>
</tbody>
</table>
Loves to swing as high as possible and for long periods of time
Is a "thrill-seeker"; dangerous at times
Always running, jumping, hopping etc. instead of walking
Rocks body, shakes leg, or head while sitting
Likes sudden or quick movements, such as, going over a big bump in the car or on a bike

### 3. Poor Muscle Tone And/or Coordination:
- Has a limp, "floppy" body
- Frequently slumps, lies down, and/or leans head on hand or arm while working at his/her desk
- Difficulty simultaneously lifting head, arms, and legs off the floor while lying on stomach ("superman" position)
- Often sits in a "W sit" position on the floor to stabilize body
- Fatigues easily!
- Compensates for "looseness" by grasping objects tightly
- Difficulty turning doorknobs, handles, opening and closing items
- Difficulty catching him/herself if falling
- Difficulty getting dressed and doing fasteners, zippers, and buttons
- May have never crawled as an baby
- Has poor body awareness; bumps into things, knocks things over, trips, and/or appears clumsy
- Poor gross motor skills; jumping, catching a ball, jumping jacks, climbing a ladder etc.
- Poor fine motor skills; difficulty using "tools", such as pencils, silverware, combs, scissors etc.
- May appear ambidextrous, frequently switching hands for coloring, cutting, writing etc.; does not have an established hand preference/dominance by 4 or 5 years old
- Has difficulty licking an ice cream cone
- Seems to be unsure about how to move body during movement, for example, stepping over something
- Difficulty learning exercise or dance steps

**Proprioceptive Sense:** input from the muscles and joints about body position, weight, pressure, stretch, movement, and changes in position in space.

**Signs Of Proprioceptive Dysfunction:**

### 1. Sensory Seeking Behaviors:
- Seeks out jumping, bumping, and crashing activities
- Stomps feet when walking
- Kicks his/her feet on floor or chair while sitting at desk/table
- Bites or sucks on fingers and/or frequently cracks his/her knuckles
- Loves to be tightly wrapped in many or weighted blankets, especially at bedtime
- Prefers clothes (and belts, hoods, shoelaces) to be as tight as possible
- Loves/seeks out "squishing" activities
- Enjoys bear hugs
- Excessive banging on/with toys and objects
- Loves "roughhousing" and tackling/wrestling games
- Frequently falls on floor intentionally
- Would jump on a trampoline for hours on end
- Grinds his/her teeth throughout the day
- Loves pushing/pulling/dragging objects
- Loves jumping off furniture or from high places
- Frequently hits, bumps or pushes other children
- Chews on pens, straws, shirt sleeves etc.

### 2. Difficulty With "Grading Of Movement":
- Misjudges how much to flex and extend muscles during tasks/activities (i.e., putting arms into sleeves or climbing)
| Difficulty regulating pressure when writing/drawing; may be too light to see or so hard the tip of writing utensil breaks |
| Written work is messy and he/she often rips the paper when erasing always seems to be breaking objects and toys |
| Misjudges the weight of an object, such as a glass of juice, picking it up with too much force sending it flying or spilling, or with too little force and complaining about objects being too heavy |
| May not understand the idea of "heavy" or "light"; would not be able to hold two objects and tell you which weighs more |
| Seems to do everything with too much force; i.e., walking, slamming doors, pressing things too hard, slamming objects down |
| Plays with animals with too much force, often hurting them |

**Signs Of Auditory Dysfunction:** (no diagnosed hearing problem)

1. **Hypersensitivity To Sounds (Auditory Defensiveness):**
   - Distracted by sounds not normally noticed by others; i.e., humming of lights or refrigerators, fans, heaters, or clocks ticking
   - Fearful of the sound of a flushing toilet (especially in public bathrooms), vacuum, hairdryer, squeaky shoes, or a dog barking
   - Startled with or distracted by loud or unexpected sounds
   - Bothered/distracted by background environmental sounds; i.e., lawn mowing or outside construction
   - Frequently asks people to be quiet; i.e., stop making noise, talking, or singing
   - Runs away, cries, and/or covers ears with loud or unexpected sounds
   - May refuse to go to movie theaters, parades, skating rinks, musical concerts etc.
   - May decide whether they like certain people by the sound of their voice

2. **Hyposensitivity To Sounds (Under-Registers):**
   - Often does not respond to verbal cues or to name being called
   - Appears to "make noise for noise's sake"
   - Loves excessively loud music or TV
   - Seems to have difficulty understanding or remembering what was said
   - Appears oblivious to certain sounds
   - Appears confused about where a sound is coming from
   - Talks self through a task, often out loud
   - Had little or no vocalizing or babbling as an infant
   - Needs directions repeated often, or will say, "What?" frequently

**Signs Of Oral Input Dysfunction:**

1. **Hypersensitivity To Oral Input (Oral Defensiveness):**
   - Picky eater, often with extreme food preferences; i.e., limited repertoire of foods, picky about brands, resistive to trying new foods or restaurants, and may not eat at other people's houses)
   - May only eat "soft" or pureed foods past 24 months of age
   - May gag with textured foods
   - Has difficulty with sucking, chewing, and swallowing; may choke or have a fear of choking
   - Resists/refuses/extremely fearful of going to the dentist or having dental work done
   - May only eat hot or cold foods
   - Refuses to lick envelopes, stamps, or stickers because of their taste
   - Dislikes or complains about toothpaste and mouthwash
   - Avoids seasoned, spicy, sweet, sour or salty foods; prefers bland foods

2. **Hyposensitivity To Oral Input (Under-Registers)**
   - May lick, taste, or chew on inedible objects
   - Prefers foods with intense flavor; i.e., excessively spicy, sweet, sour, or salty
Excessive drooling past the teething stage
Frequently chews on hair, shirt, or fingers
Constantly putting objects in mouth past the toddler years
Acts as if all foods taste the same
Can never get enough condiments or seasonings on his/her food
Loves vibrating toothbrushes and even trips to the dentist

**Signs Of Olfactory Dysfunction (Smells):**

1. **Hypersensitivity To Smells (Over-Responsive):**
   - Reacts negatively to, or dislikes smells which do not usually bother, or get noticed, by other people
   - Tells other people (or talks about) how bad or funny they smell
   - Refuses to eat certain foods because of their smell
   - Offended and/or nauseated by bathroom odors or personal hygiene smells
   - Bothered/irritated by smell of perfume or cologne
   - Bothered by household or cooking smells
   - May refuse to play at someone's house because of the way it smells
   - Decides whether he/she likes someone or some place by the way it smells

2. **Hyposensitivity To Smells (Under-Responsive):**
   - Has difficulty discriminating unpleasant odors
   - May drink or eat things that are poisonous because they do not notice the noxious smell
   - Unable to identify smells from scratch 'n sniff stickers
   - Does not notice odors that others usually complain about
   - Fails to notice or ignores unpleasant odors
   - Makes excessive use of smelling when introduced to objects, people, or places
   - Uses smell to interact with objects

**Signs Of Visual Input Dysfunction (No Diagnosed Visual Deficit):**

1. **Hypersensitivity To Visual Input (Over-Responsiveness):**
   - Sensitive to bright lights; will squint, cover eyes, cry and/or get headaches from the light
   - Has difficulty keeping eyes focused on task/activity he/she is working on for an appropriate amount of time
   - Easily distracted by other visual stimuli in the room; i.e., movement, decorations, toys, windows, doorways etc.
   - Has difficulty in bright colorful rooms or a dimly lit room
   - Rubs his/her eyes, has watery eyes or gets headaches after reading or watching TV
   - Avoids eye contact
   - Enjoys playing in the dark

2. **Hyposensitivity To Visual Input (Under-Responsive Or Difficulty With Tracking, Discrimination, Or Perception):**
   - Has difficulty telling the difference between similar printed letters or figures; i.e., p & q, b & d, + and x, or square and rectangle
   - Has a hard time seeing the "big picture"; i.e., focuses on the details or patterns within the picture
   - Has difficulty locating items among other items; i.e., papers on a desk, clothes in a drawer, items on a grocery shelf, or toys in a bin/toy box
   - Often loses place when copying from a book or the chalkboard
   - Difficulty controlling eye movement to track and follow moving objects
   - Has difficulty telling the difference between different colors, shapes, and sizes
   - Often loses his/her place while reading or doing math problems
   - Makes reversals in words or letters when copying, or reads words backwards; i.e., "was" for "saw" and "no" for "on" after first grade
   - Complains about "seeing double"
   - Difficulty finding differences in pictures, words, symbols, or objects
Difficulty with jigsaw puzzles, copying shapes, and/or cutting/tracing along a line
Tends to write at a slant (up or down hill) on a page
Confuses left and right
Fatigues easily with schoolwork
Difficulty judging spatial relationships in the environment; i.e., bumps into objects/people or missteps on curbs and stairs

**Social, Emotional, Play, And Self-Regulation Dysfunction:**

**Social:**
- Difficulty getting along with peers
- Prefers playing by self with objects or toys rather than with people
- Does not interact reciprocally with peers or adults; hard to have a "meaningful" two-way conversation
- Self-abusive or abusive to others
- Others have a hard time interpreting child's cues, needs, or emotions
- Does not seek out connections with familiar people

**Emotional:**
- Difficulty accepting changes in routine (to the point of tantrums)
- Gets easily frustrated
- Often impulsive
- Functions best in small group or individually
- Variable and quickly changing moods; prone to outbursts and tantrums
- Prefers to play on the outside, away from groups, or just be an observer
- Avoids eye contact
- Difficulty appropriately making needs known
- Difficulty with imitative play (over 10 months)
- Wanders aimlessly without purposeful play or exploration (over 15 months)
- Needs adult guidance to play, difficulty playing independently (over 18 months)
- Participates in repetitive play for hours; i.e., lining up toys cars, blocks, watching one movie over and over etc.

**Self-Regulation:**
- Excessive irritability, fussiness or colic as an infant
- Can’t calm or soothe self through pacifier, comfort object, or caregiver
- Can’t go from sleeping to awake without distress
- Requires excessive help from caregiver to fall asleep; i.e., rubbing back or head, rocking, long walks, or car rides

**Internal Regulation (The Interoceptive Sense):**
- Becoming too hot or too cold sooner than others in the same environments; may not appear to ever get cold/hot, may not be able to maintain body temperature effectively
- Difficulty in extreme temperatures or going from one extreme to another (i.e., winter, summer, going from air conditioning to outside heat, a heated house to the cold outside)
- Respiration that is too fast, too slow, or cannot switch from one to the other easily as the body demands an appropriate respiratory response
- Heart rate that speeds up or slows down too fast or too slow based on the demands imposed on it
- Respiration and heart rate that takes longer than what is expected to slow down during or after exertion or fear
- Severe/several mood swings throughout the day (angry to happy in short periods of time, perhaps without visible cause)
- Unpredictable state of arousal or inability to control arousal level (hyper to lethargic, quickly, vacillating between the two; over stimulated to under stimulated, within hours or days, depending on activity and setting, etc.)
- Frequent constipation or diarrhea, or mixed during the same day or over a few days
<table>
<thead>
<tr>
<th>Difficulty with potty training; does not seem to know when he/she has to go (i.e., cannot feel the necessary sensation that bowel or bladder are full)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to regulate thirst; always thirsty, never thirsty, or oscillates back and forth</td>
</tr>
<tr>
<td>Unable to regulate hunger; eats all the time, won’t eat at all, unable to feel full/hungry</td>
</tr>
<tr>
<td>Unable to regulate appetite; has little to no appetite and/or will be &quot;starving&quot; one minute then full two bites later, then back to hungry again (prone to eating disorders and/or failure to thrive)</td>
</tr>
</tbody>
</table>
Social/Emotional Checklist

Student__________________________________________ Grade______________
Evaluator________________________________________ Date_______________

Check any behaviors the student exhibits often and/or to such a degree it negatively affects his/her participation in class.

**Disruptive Behaviors:**
- □ Fidgets
- □ Overly active
- □ Does not remain in seat
- □ Talks out of turn
- □ Disturbs others when they are working
- □ Constantly seeks attention
- □ Aggressive
- □ Belligerent towards teacher or others in authority
- □ Defiant or stubborn
- □ Impulsive
- □ Impatient or does not take turns
- □ Acts without considering consequence

**Withdrawn Behaviors:**
- □ Shy, timid
- □ Sits alone in the cafeteria
- □ Has trouble making friends
- □ Does not join classroom activities
- □ Appears to daydream
- □ Has difficulty expressing feelings or thoughts

**Anxious Behaviors:**
- □ Appears depressed
- □ Rarely smiles
- □ Appears tense
- □ Appears frightened
- □ Appears worried
- □ Cries easily
- □ Does not trust others
- □ Reports intense fears or phobias

**Other Behaviors:**
- □ Lacks self-confidence
- □ Says “can’t” before trying
- □ Reacts poorly to disappointment
- □ Is overly sensitive to disappointment
- □ Clings to adults
- □ Depends on others
- □ Claims to be ill with no symptoms
- □ Has poor grooming and/or hygiene

**Previous Behaviors:**
- □ Runaway
- □ Caught stealing at school
- □ Left class without permission
- □ Cursed school personnel
- □ Threatened harm
- □ Suspended
- □ Attempted suicide
- □ Tobacco violation
- □ Drug/Alcohol violation

**Classroom Interest:**
- □ High
- □ Mild
- □ Bored
- □ Other (please explain): ____________________________
**Classroom Participation:**
- □ Almost always
- □ Frequently
- □ Occasionally
- □ Seldom

**Classroom Preparedness:**
- □ Always bring supplies
- □ Usually brings supplies
- □ Seldom brings supplies
- □ Never brings supplies

**Motivation:**
- □ Completes assignments usually
- □ Complete about half of the assignments or partially completes assignments
- □ Rarely completes assignments
- □ Has difficulty getting started

**To Consider:**
- □ The student is involved in the court system
- □ The student is in counseling
- □ The student is receiving mediation
Direct Behavior Rating: Definitions

Student Name: 
Rater Name: 
From: ___________ to ____________  
(Date Range)

Behavior Definitions

Standard Behaviors:

- **Academically Engaged Behavior** is actively or passively participating in the classroom activity. For example: writing, raising his/her hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.
- **Respectful Behavior** is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation
- **Disruptive Behavior** is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

Note: A student might be disruptive and respectful, especially if the student disrupts and then immediately complies with redirection.

Identify and Define Other Behaviors:

- o ________________________________________________________________________________________
- o ________________________________________________________________________________________
- o ________________________________________________________________________________________

Setting Information:

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Note: The setting (time and activity) must be consistent across all ratings. For example, the setting could be all day, morning, or math class.
Direct Behavior Rating: Directions

1. Determine the behaviors of interest that you will be observing (e.g. academically engaged, respectful, disruptive).
2. Decide who, where, and how often to collect DBR data (e.g. daily, AM, PM). Ratings can be completed in a matter of seconds.
3. Observe and estimate the percentage of time the behavior occurs during an observation period (e.g. full day, half day, class period).
4. Use notes to describe the circumstances that behavior occurred (e.g. during whole class instruction) or to describe the behavior (e.g. what type of interruption).
5. Collect multiple ratings across multiple occasions.
6. Plot data graphically and evaluate child behavior. Circle the data points on the graph that have notes associated with them.

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<tr>
<th>Date: ____________</th>
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**Notes:**
**Direct Behavior Rating (DBR) Form – Fill-In Behaviors**

<table>
<thead>
<tr>
<th>Date: M T W Th F</th>
<th>Student:</th>
<th>Activity Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Observation Time:****

Start: _______

End: _______

☐ Check if no observation today

**Behavior Descriptions:**

Directions:

Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.

---

**Behavior:** ________________

**% of Total Time**

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**Behavior:** ________________

**% of Total Time**

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**Behavior:** ________________

**% of Total Time**

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Direct Behavior Rating Form (DBR): 3 Standard Behaviors

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student:</th>
<th>Activity Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>M T W Th F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Observation Time:**
- **Start:** __________
- **End:** __________

**Behavior Descriptions:**

- **Academically engaged** is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.

- **Respectful** is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.

- **Disruptive** is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

Directions:
- Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior.
- Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

% of Total Time

**Academically Engaged**

- 0% Never
- 1-2% Sometimes
- 3-5% Sometimes
- 6-7% Sometimes
- 8-9% Sometimes
- 10% Always

**Respectful**

- 0% Never
- 1-2% Sometimes
- 3-5% Sometimes
- 6-7% Sometimes
- 8-9% Sometimes
- 10% Always

**Disruptive**

- 0% Never
- 1-2% Sometimes
- 3-5% Sometimes
- 6-7% Sometimes
- 8-9% Sometimes
- 10% Always

* Remember that a lower score for “Disruptive” is more desirable.

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DBR Smiley Face Form – Choose Your Own Behaviors

Student Name: ________________ Date: __________ Day of Week: M T W Th F
Rater Name: ________________ Activity: ____________________________

☐ No rating today as I was unable to observe student sufficiently.

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited the target behaviors. Please note that the percentages DO NOT need to total 100% since some behaviors may co-occur.

(Write behavior definition.)

% of Total Time

0% 1 2 3 4 5 6 7 8 9 10

0% 1 2 3 4 5 6 7 8 9 10

0% 1 2 3 4 5 6 7 8 9 10

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DBR Smiley Face Form – Standard Behaviors

Student Name: ______________________  Date: _______  Day of Week: M T W Th F
Rater Name: ______________________  Activity: ______________________

☐ No rating today as I was unable to observe student sufficiently.

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited the target behaviors. Please note that the percentages DO NOT need to total 100% since some behaviors may co-occur.

Academically Engaged

% of Total Time

Respectful

% of Total Time

Disruptive*

% of Total Time

* Remember that a lower score for “Disruptive” is more desirable.

Academically Engaged behavior is defined as actively or passively participating in the classroom activity. For example: writing, raising his/her hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.

Respectful behavior is defined as compliant and polite behavior in response to adult directions and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without negative tone/connotation.

Disruptive behavior is defined as a student action that interrupts regular school or classroom activity. For example: out of his/her seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

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**Motivation Assessment Scale**

**Student:** __________________________   **Rater:** _______________________   **Date:** _____________________

**Behavior Description:** __________________________________________________________

**Setting Description:** __________________________________________________________

*Instructions: The Motivation Assessment Scale is a questionnaire designed to identify those situations in which an individual is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the Motivation Assessment Scale, select one behavior that is of particular interest. It is important that you identify the behavior very specifically. *Aggressive*, for example, is not as good a description as *hits his sister.**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Never 0</th>
<th>Almost Never 1</th>
<th>Seldom 2</th>
<th>Half the Time 3</th>
<th>Usually 4</th>
<th>Almost Always 5</th>
<th>Always 6</th>
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<tbody>
<tr>
<td>1. Would the behavior occur continuously, over and over, if this person were left alone for long periods of time?</td>
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<td>2. Does the behavior occur following a request to perform a difficult task?</td>
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<td>3. Does the behavior seem to occur in response to your talking to other persons in the room?</td>
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<td>4. Does the behavior ever occur to get a toy, food, or activity that this person has been told he or she can’t have?</td>
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<td>5. Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one were around?</td>
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<td>6. Does the behavior occur when any request is made of this person?</td>
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<td>7. Does the behavior occur whenever you stop attending to this person?</td>
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<td>8. Does the behavior occur when you take away a favorite toy, food, or activity?</td>
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<td>9. Does it appear to you that this person enjoys performing the behavior?</td>
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<td>10. Does this person seem to do the behavior to upset you when you are trying to get him or her to do what you ask?</td>
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<td>11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him or her?</td>
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<td>12. Does the behavior stop occurring shortly after you give this person the toy, food, or activity he or she has requested?</td>
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<td>13. When the behavior is occurring, does this person seem calm and unaware of anything else going on around him or her?</td>
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<td>14. Does the behavior stop occurring shortly after (one to five minutes) you stop working or making demands of this person?</td>
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<td>15. Does this person seem to do the behavior to get you to spend some time with him or her?</td>
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<td>16. Does the behavior seem to occur when this person has been told that he or she can’t do something he or she had wanted to do?</td>
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**Scoring:**

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<th>Tangible</th>
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Total Score = 

Mean Score = 

Relative Ranking

Adapted From: V. Mark Durand, Ph.D. (1986).
Glossary Terms

A

- **ABC Chart** - A direct observation tool that can be used to collect information about the events that are occurring within a student's environment. "A" refers to the antecedent, or the event or activity that immediately precedes a problem behavior. The "B" refers to observed behavior, and "C" refers to the consequence, the event that immediately follows a response.
  - [http://www.specialconnections.ku.edu/?q=behavior_plans/functional_behavior_assessment/teacher_tools/antecedent_behavior_consequence_chart](http://www.specialconnections.ku.edu/?q=behavior_plans/functional_behavior_assessment/teacher_tools/antecedent_behavior_consequence_chart)

- **Ability grouping** - Flexibly placing students of similar abilities or skill levels in the same class or group for purpose of specific skill instruction – not to be confused with tracking which implies permanent placement in a group.

- **Abstract reasoning** - Making connections, identifying patterns, or the process of generalizing from concrete to broader principles. This may also be called **conceptual reasoning**.

- **Acalculia** - Inability or loss of the ability to perform arithmetic operations.

- **Accelerated learning** - A strategy of progressing through education at rates faster or ages younger than the norm. Content is presented at a faster rate to more closely match the speed at which the gifted student learns
  - (Note: A gifted learner typically learns with one-two repetitions as opposed to the five-six repetitions required for a typically developing learner).
  - [http://www.bing.com/search?q=A+strategy+of+progressing+through+education+at+rates+faster+or+ages+younger+than+the+norm.&form=IE10TR&src=IE10TR&pc=LNJB&adlt=strict](http://www.bing.com/search?q=A+strategy+of+progressing+through+education+at+rates+faster+or+ages+younger+than+the+norm.&form=IE10TR&src=IE10TR&pc=LNJB&adlt=strict)

- **Adapted Physical Education (APE)** - Specially designed physical education program, using accommodations designed to fit the needs of students who require developmental or corrective instruction in PE.

- **Adaptive Skills** - Practical, everyday, measurable skills needed to function and meet the demands of one's environment, including the skills necessary to effectively and independently take care of oneself, interact with other people, and hold a job or career.

- **Adaptive/Assistive Equipment** - A special device which assists in the performance of self-care, work or play/leisure activities or physical exercise.

- **AD/HD (ADD/ADHD)** - Attention deficit hyperactivity disorder (ADHD) is one of the most common childhood brain disorders and can continue through adolescence and adulthood. Symptoms include difficulty staying focused and paying attention, difficulty controlling behavior, and hyperactivity (overactivity). These symptoms can make it difficult for a child with ADHD to succeed in school, get along with other children or adults, or finish tasks at home.

- **Age Appropriate Transition Assessment** - The measurable postsecondary goals must be based upon age-appropriate transition assessments. There is no official definition for what a transition assessment is - it is any form of data collection that can help develop appropriate, measurable postsecondary goals or anything that can help to verify whether a measurable postsecondary goal is appropriate. Formal
and/or informal assessments can be used.

- **Agnosia** - Failure to recognize familiar objects although the sensory mechanism is intact. May occur for any sensory modality.
- **Agraphia** - Inability to express thoughts in writing.
- **Alexia** - A form of receptive aphasia in which ability to understand written language is lost as a result of a cerebral lesion.
- **Alphabetic Principle** - Recognizing that written letters of the alphabet represent sounds in oral language
- **Anterograde Amnesia** - Inability to consolidate information about ongoing events. Difficulty with new learning.
- **Amotivation** - Occurs when there is no perceived connection between one’s actions and outcomes; no expectation of reward or sense of purpose. Similar to the concept of learned helplessness.
- **Anchor activities** - Ongoing assignments that students work on throughout a course of study or year.
- **Aneurysm** - A balloon-like deformity in the wall of a blood vessel. The wall weakens as the balloon grows larger and may eventually burst, causing a hemorrhage.
- **Anomia** - Inability to recall names of objects. Persons with this problem often can speak fluently but have to use other words to describe familiar objects.
- **Anoxia** - A lack of oxygen. Cells of the brain need oxygen to stay alive. When blood flow to the brain is reduced or when oxygen in the blood is too low, brain cells are damaged.
- **Anticonvulsant** - Medication used to decrease the possibility of a seizure (e.g., Dilantin, Phenobarbital, Mysoline, Tegretol).
- **Applied Behavior Analysis (ABA)** - Behavior analysis is a scientifically validated approach to understanding behavior and how it is affected by the environment.
- **Ataxia** - A problem of muscle coordination not due to apraxia, weakness, rigidity, spasticity or sensory loss. Caused by lesion of the cerebellum or basal ganglia. Can interfere with a person's ability to walk, talk, eat, and to perform other self-care tasks.
- **Authentic assessment** - Evaluating student learning through the use of student portfolios, performance, or observations in place of, or in conjunction with, more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real-world tasks, such as a scientific experiment that demonstrates understanding of the laws of motion.
  - [http://www.nagc.org/GlossaryofTerms.aspx](http://www.nagc.org/GlossaryofTerms.aspx)
- **Autism Diagnostic Observation Schedule (ADOS)** - An instrument for diagnosing and assessing autism.
**Behavior Rating Scales** - Provide information about particular aspects of a student’s behavior compared to other children of the same age and sometimes same gender. The rating scales may be global and focus on several areas or look more in depth at a specific behavior, emotional issue, or social issue.

**BICS** - The acronym for Basic Interpersonal Communication Skills. It is the language of social interaction. It is a common mistake to think that because a person has the basic communication fluency, he or she is totally fluent in all aspects of the language. He or she may not have fluency in academic language. Competency in the language includes both communication skills and academic language. Acquiring BICS usually takes about two years to develop in most second language learners.
  - [http://esl.fis.edu/teachers/support/cummin.htm](http://esl.fis.edu/teachers/support/cummin.htm)

**Bilateral Coordination** - The ability to use both sides of the body together in a smooth, simultaneous, and coordinated manner.

**Bilingual Education** - An educational program in which two languages are used during instruction in order to 1) continue primary language (L1) development, 2) provide instruction in content in both L1 and L2, and 3) English acquisition. (This model is not frequently used in Tennessee since it is an English only state.)
  - [http://education.wsu.edu/graduate/specializations/ell_endorsements/docs/terminology/](http://education.wsu.edu/graduate/specializations/ell_endorsements/docs/terminology/)

**Bipolar disorder** - Also known as manic-depressive illness, is a serious medical illness that causes shifts in a person's mood, energy, and ability to function. Different from the normal ups and downs that everyone goes through; the symptoms of bipolar disorder are severe.

**Bloom’s Taxonomy** - Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation.
  - [http://www.nagc.org/GlossaryofTerms.aspx](http://www.nagc.org/GlossaryofTerms.aspx)

**CALP** - The acronym for Cognitive Academic Language Proficiency. It's the academic language proficiency that one needs to think in abstract ways and to carry on cognitively demanding tasks that are part of the school curriculum. These skills usually take five to seven years to fully develop in second language learners.
  - [http://esl.fis.edu/teachers/support/cummin.htm](http://esl.fis.edu/teachers/support/cummin.htm)

**Character Development** - Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

**Chronic health problem** - Long term, not curable, residual features that results in limitations of daily living skills that requires specialized assistance.

**Circumlocution** - Use of other words to describe a specific word or idea which cannot be remembered.

**Clonus** - A sustained series of rhythmic jerks following quick stretch of a muscle.
• **Cluster grouping** - A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are “clustered” in the same classroom which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.
  - [http://www.nagc.org/GlossaryofTerms.aspx](http://www.nagc.org/GlossaryofTerms.aspx)

• **Code Switching** - The practice of switching between a primary and a secondary language or discourse.

• **Communicative Disorder** - An impairment in the ability to 1) receive and/or process a symbol system, 2) represent concepts or symbol systems, and/or 3) transmit and use symbol systems. The impairment may be observed in disorders of hearing, language, and/or speech processes.

• **Community Advisory Committee** (CAC) - A committee whose membership includes parents of school children, school personnel and representatives of the public. This committee advises school administration and local school boards regarding the plan for special education, assists with parent education and promotes public awareness of individuals with special needs.
  - [http://www.pta.org/parents/content.cfm?ItemNumber=3714#C](http://www.pta.org/parents/content.cfm?ItemNumber=3714#C)

• **Community Use** - Skills needed for functioning independently as an adult in the community, including use of community resources, shopping skills, getting around in the community, etc.

• **Compulsions** - Deliberate repetitive behaviors that follow specific rules, such as pertaining to cleaning, checking, or counting. In young children, restricted patterns of interest may be an early sign of compulsions.

• **Conceptual Reasoning** - Making connections, identifying patterns, or the process of generalizing from concrete to broader principles. This may also be called **abstract reasoning**.

• **Concrete Thinking** - A style of thinking in which the individual sees each situation as unique and is unable to generalize from the similarities between situations. Language and perceptions are interpreted literally so that a proverb such as "a stitch in time saves nine" cannot be readily grasped.

• **Concussion** - The common result of a blow to the head or sudden deceleration usually causing an altered mental state, either temporary or prolonged. Physiologic and/or anatomic disruption of connections between some nerve cells in the brain may occur. Often used by the public to refer to a brief loss of consciousness.

• **Confabulation** - Verbalizations about people, places, and events with no basis in reality. May be a detailed account delivered.

• **Cortical Blindness** - Loss of vision resulting from a lesion of the primary visual areas of the occipital lobe. Light reflex is preserved.

• **Cumulative File** - The records maintained by the local school district for any child enrolled in school. The file may contain evaluations and information about a child’s disability and placement. It also
contains grades and the results of standardized assessments. Parents have the right to inspect these files at any time.
  ○ http://www.pta.org/parents/content.cfm?ItemNumber=3714#C

D

- **Developmental milestones** - Markers or guideposts that enable parents and professionals to monitor a baby’s learning, behavior, and development. Developmental milestones consist of skills or behaviors that most children can do by a certain age. While each child develops differently, some differences may indicate a slight delay and others may be a red flag or warning sign for greater concern.

- **Differential Standards for Graduation** - Standards for graduation that may be modified for students with exceptional needs

- **Differentiated Instruction** - Tailored instruction to meet individual needs within the classroom by structuring activities to vary in depth and rigor.

- **Differentiation** - Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
  ○ http://www.nagc.org/GlossaryofTerms.aspx

- **Diffuse Axonal Injury (DAI)** - A shearing injury of large nerve fibers (axons covered with myelin) in many areas of the brain, It appears to be one of the two primary lesions of brain injury, the other being stretching or shearing of blood vessels from the same forces producing hemorrhage.

- **Diplopia** - Seeing two images of a single object; double vision.

- **Directionality** - The awareness of right/left, forward/back, and up/down, and the ability to move oneself in those directions.

- **Discriminative System** - The component of a sensory system that allows one to distinguish differences among stimuli. This system is not innate but develops with time and practice.

- **Disinhibition** - Inability to suppress (i.e., inhibit) impulsive behavior and emotions.
  ○ http://www.northeastcenter.com/brain_injury_glossary_disinhibition.htm

- **Disorientation** - Not knowing where you are, who you are, or the current date. Health professionals often speak of a normal person as being oriented “times three” which refers to person, place and time.
  ○ http://www.northeastcenter.com/brain_injury_glossary_disorientation.htm

- **Dual enrollment** - High school students earning college credits for courses taken through a postsecondary institution.
  ○ http://nces.ed.gov/pubsearch/index.asp?HasSearched=1&searchcat2=subjectindex&L1=173&L2=0

- **Dysarthria** - Difficulty in forming words or speaking them because of weakness of muscles used in speaking or because of disruption in the neuromotor stimulus patterns required for accuracy and velocity of speech.
  ○ http://www.northeastcenter.com/brain_injury_glossary_dysarthria.htm

- **Dysphagia** - A swallowing disorder characterized by difficulty in oral preparation for the swallow, or in
moving material from the mouth to the stomach. This also includes problems in positioning food in the mouth.
  o  http://www.brainline.org/function_pages/glossary.php

E

- **Echolalia** - The repetition of words, phrases, intonation, or sounds of the speech of others.
  o  http://www.autismspeaks.org/what-autism/video-glossary/glossary-terms
- **Embedded Learning Opportunities (ELO)** - Short teaching episodes within ongoing classroom activities and routines.
- **Emotional Control** - The influence we exert on our emotions, thoughts and behavior.
  o  http://psychologydictionary.org/emotional-control/
- **Emotional Liability** - Exhibiting rapid and drastic changes in emotional state (laughing, crying, anger) inappropriately without apparent reason.
  o  http://www.northeastcenter.com/brain_injury_glossary_emotional_lability.htm
- **English as a Second Language (ESL)** - the study of English by nonnative speakers in an English-speaking environment.
- **English Language Development (ELD)** - English-Language development is a specialized program of English language instruction appropriate for the English learner (EL) student's (formerly LEP students) identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing.
- **English Learner (EL)** - Students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language assessment procedures and literacy, have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.
- **Executive Functions** - Self-regulating and controlling functions that direct and organize behavior (ex. initiating, inhibiting, orienting to task, self-monitoring and evaluating, and strategic thinking).
- **Eye-Hand Coordination** - The efficient teamwork of the eyes and hands, necessary for activities such as playing with toys, dressing, and writing.

F

- **Fight-Or-Flight Response** - The instinctive reaction to defend oneself from real or perceived danger by becoming aggressive or by withdrawing.
- **Figure-Ground** - The differentiation between the foreground and the background of a scene; this refers to all sensory systems, including vision, hearing, touch.
  o  http://www.neuroskills.com/resources/F.php
- **First language, primary language, or home language** - These terms have several possible meanings for ELs: the first language learned, the dominate language, the native language, and/or the language most frequently used.
- **Flaccid** - Lacking normal muscle tone; limp.
  o  http://www.northeastcenter.com/brain_injury_glossary_flaccid.htm
- **Flexible grouping** - An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of
various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
  o  http://www.nagc.org/GlossaryofTerms.aspx

- **Flexibility** - The ability to change strategies or revise plans when conditions change.
- **Functional communication training (FCT)** - An intervention used to replace interfering behaviors (e.g., disruptive, repetitive/stereotypical) or subtle, less clear communicative forms (e.g., reaching, leading) with more conventional communicative forms (e.g., pointing, picture exchange, signing, verbalizations).
  o  http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/FCT_Steps_0.pdf

- **Glasgow Coma Scale** - Assessment often used to determine the severity of a brain injury based on three categories: opening eyes, moving, and verbalizing. A score 13 to 15 indicates a mild injury; 9 to 12 a moderate injury, and 3 to 8 a severe injury.

- **Hemianopsia/Hemianopia** - Blindness in one half of the visual field. The most common form of this is homonymous hemianopia, which means that the vision loss is on the same side of each eye.
  o  http://www.stroke.org/site/PageServer?pagename=vision_loss
- **Hemiparesis** - Weakness of one side of the body.
- **Hemiplegia** - Paralysis on one side of the body.
- **Hydrocephalus** - Enlargement of fluid-filled cavities in the brain, not due to brain atrophy.
  o  http://www.brainline.org/function_pages/glossary.php
- **Hyper-responsiveness** - Abnormal sensitivity or over reactivity to sensory input.
  o  http://www.autismspeaks.org/what-autism/video-glossary/glossary-terms#h
  o  http://www.kidscreektherapy.com/occupational-therapy-glossary
- **Hypo-responsiveness** - Abnormal insensitivity or under reactivity to sensory input, in which the brain fails to register incoming stimuli appropriately so the child does not respond to the sensory stimulation.
  o  http://www.autismspeaks.org/what-autism/video-glossary/glossary-terms#h
- **Hyposensitivity** - Under sensitivity to sensory stimuli, characterized by a tendency either to crave intense sensations or to withdraw and be difficult to engage.
- **Hypersensitivity** - Oversensitivity to sensory stimuli, characterized by a tendency to be either fearful and cautious, or negative and defiant.
- **Hypersensitivity to Movement** - A sense of disorientation and/or avoidance of movement that is linear and/or rotary.

- **Idiosyncratic language** - Idiosyncratic language refers to language with private meanings or meaning that only makes sense to those familiar with the situation where the phrase originated.
  o  http://www.autismspeaks.org/what-autism/video-glossary/glossary-terms#i
- **Impulse Control** - Refers to the individual's ability to withhold inappropriate verbal or motor responses while completing a task. Persons who act or speak without first considering the consequences are viewed as having poor impulse control.
• Individualized Transition Plan (ITP) - Starts at age 14 and addresses areas of post-school activities, post-secondary education, employment, community experiences, and daily living skills.

L
• Lability - State of having notable shifts in emotional state (e.g., uncontrolled laughing or crying).
  ○ http://www.northeastcenter.com/brain_injury_glossary_lability.htm
• Limited English Proficiency (LEP) - Students who are unable to communicate effectively in English because their primary language is not English and they have not developed fluency in the English language.
• Low Tone - The lack of supportive muscle tone, usually with increased mobility at the joints; the person with low tone seems “loose and floppy”.

M
• Medical home - An approach to delivering primary health care through a "team partnership" that ensures health care services are provided in a high-quality, cost effective and comprehensive manner.
  ○ http://www.medicalhome.org/
• Meltdown - An expression of intense, immediate frustration where an individual temporarily loses control due to emotional responses to environmental factors and is unable to express emotions due to lack of verbal skills.
• Memory, Episodic - Memory for ongoing events in a person's life. More easily impaired than semantic memory, perhaps because rehearsal or repetition tends to be minimal.
  ○ http://www.northeastcenter.com/brain_injury_glossary_memory_episodic.htm
• Memory, Immediate - The ability to recall numbers, pictures, or words immediately following presentation. Patients with immediate memory problems have difficulty learning new tasks because they cannot remember instructions. Relies upon concentration and attention.
  ○ http://www.northeastcenter.com/brain_injury_glossary_memory_immediate.htm
• Memory, Long Term - In neuropsychological testing, this refers to recall thirty minutes or longer after presentation. Requires storage and retrieval of information which exceeds the limit of short term memory.
  ○ http://www.northeastcenter.com/brain_injury_glossary_memory_long_term.htm
• Memory, Short Term - Primary or 'working' memory; its contents are in conscious awareness. A limited capacity system that holds up to seven chunks of information over periods of 30 seconds to several minutes, depending upon the person's attention to the task.
• Motor Control - The ability to regulate and monitor the motions of one’s muscle group to work together harmoniously to perform movements.
• Motor Coordination - The ability of several muscles or muscle groups to work together harmoniously to perform movements.

N
• National Origin Minority (NOM) - A national origin minority student is defined as one whose home language is other than English and who is not performing up to district standards of proficiency.
• **NEP** - Non-English Proficient  
• **NES** - Non-English Speaking (or Speaker)  
• **Non-public School (NPS)** - Districts contract with non-public schools when an appropriate placement cannot be found within the scope of the public education setting. Non-public school placement is sought only after efforts to find appropriate placement in public schools have been exhausted.  
• **Nonverbal behavior** - Nonverbal behaviors are those things people do to convey or exchange information or express emotions without the use of words.  
• **Nystagmus** - Involuntary horizontal, vertical, or rotary movement of the eyeballs.  

O  
• **Obsessions** - Repetitive thoughts that are persistent and intrusive.  
• **Obsessive-Compulsive Disorder (OCD)** - Anxiety disorder that presents as recurrent, persistent obsessions or compulsions; obsessions are intrusive ideas, thoughts or images; compulsions are repetitive behaviors or mental acts that the child feels he/she must perform.  
• **Oppositional Defiant Disorder (ODD)** - A child who defies authority by disobeying, talking back, arguing or being hostile in a way that is excessive compared to other children and this pattern continues for more than six months may be determined to have ODD. ODD often occurs with other behavioral problems such as ADHD, learning disabilities and anxiety disorders.  
• **Orientation** - Awareness of one's environment and/or situation, along with the ability to use this information appropriately in a functional setting.  

P  
• **Paresis** - Muscle weakness.  
• **Perseveration** - The term perseveration refers to repeating or "getting stuck" carrying out a behavior (e.g., putting in and taking out a puzzle piece) when it is no longer appropriate.  
• **Personal Development** - Developing skills that help students identify, understand and effectively manage their thoughts, feelings and behaviors. Includes building students' personal and academic success on their ability to consider thoughts, understand feelings and manage their responses.  
• **Portable Word Processor** - Portable Word Processors are often lightweight and inexpensive devices that can be easily taken from place to place. The device provides access to word processing without a computer. Some portable word processor products also include various organization features such as those in a personal digital assistant (PDA). Text can also be downloaded from the device to a computer or to a printer for saving and printing.  
  ○ [http://www.utahparentcenter.org/resources/assistive-technology/at_glossary/](http://www.utahparentcenter.org/resources/assistive-technology/at_glossary/)  
• **Post Traumatic Amnesia (PTA)** - A period of hours, weeks, days or months after the injury when the patient exhibits a loss of day-to-day memory. The patient is unable to store new information and
therefore has a decreased ability to learn. Memory of the PTA period is never stored; therefore things that happened during that period cannot be recalled. May also be called Anterograde Amnesia.

- **Postural stability** - Being able to maintain one’s body in a position to efficiently complete a task or demand, using large muscle groups at the shoulders and hips.

- **Prevocational skills** – Skills that prepare students for employment and include work completion, attention to task, following directions, etc. as well as reading, writing, and math.

- **Proprioception** - The unconscious awareness of sensations coming from one’s joints, muscles, tendons, and ligaments; the “position sense”.

- **Retrograde Amnesia** - Inability to recall events that occurred prior to the accident; may be a specific span of time or type of information.

- **Rituals** - Specific and seemingly meaningless behaviors that a child performs repeatedly in certain situations or circumstances, such as turning the lights on and off several times when entering a room.

- **Safety Plan** - A plan that is developed specifically for a student to significantly reduce or eliminate challenging student behaviors by implementing effective instructional strategies school-wide and in the classroom.

- **Second Impact Syndrome** - Occurs when an individual suffers a second concussion while still symptomatic from an earlier one. SIS can occur hours, days, or weeks following the previous concussion and causes rapid brain swelling which can lead to permanent injury, coma, and even death.

- **Seating and Positioning Aids** - Offer modifications to wheelchairs or other seating systems. They provide greater body stability, upright posture or reduction of pressure on the skin surface. Equipment includes wheelchair cushions, trunk/head supports, modular seating, and sitting lifts.
• **Segmentation** – Orally breaking apart words into sounds and/or syllables.

• **Self-Injurious Behavior (SIB)** - Causing self-inflicted bodily harm, such as bruises, redness, or cuts. The most common forms of SIB include head banging, hitting the face, biting the hand or arm, and excessive scratching or rubbing. SIB can range from mild to severe, and can potentially be life threatening.

• **Self-Management** - Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.

• **Self-stimulating behaviors (“stemming”)** - Stereotyped or repetitive movements or posturing of the body. They include mannerisms of the hands (such as hand flapping, finger twisting or flicking, rubbing, or wringing hands), body (such as rocking, swaying, or pacing), and odd posturing (such as posturing of the fingers, hands, or arms). Sometimes they involve objects such as tossing string in the air or twisting pieces of lint.

• **Sensory defensiveness** - A child’s behavior in response to sensory input, reflecting severe overreactions or a low threshold to a specific sensory input.

• **Sensory processing** - A term that refers to the way the nervous system receives messages from the senses and turns them into appropriate motor and behavioral responses.

• **Sensory Processing Disorder (SPD)** - A condition in which the brain has trouble receiving and responding to information that comes in through the senses.
  - [http://www.sensoryprocessingdisorder.org/1/post/2013/03/what-is-sensory-processing-disorder1.html](http://www.sensoryprocessingdisorder.org/1/post/2013/03/what-is-sensory-processing-disorder1.html)

• **Sensory Processing Skills** - The ability to receive and process information from one’s sensory systems including touch (tactile), visual, auditory (hearing), proprioceptive (body position) and vestibular (balance). Behavior, attention and peer interactions are greatly influenced by the child’s ability to process sensory stimuli.

• **Sequencing** - Reading, listening, expressing thoughts, describing events, or contracting muscles in an orderly and meaningful manner.

• **Sheltered English** - Also referred to as transition or bridge classes, students cover the same content areas as mainstream, English only classes but they do so in a manner that adapts the language components of the classes to meet the needs of the language minority students' English proficiency levels. Adaptations include simplified speech, contextualization, task-function orientation, and interactional activities.
  - [http://education.wsu.edu/graduate/specializations/ell_endorsements/docs/terminology/](http://education.wsu.edu/graduate/specializations/ell_endorsements/docs/terminology/)

• **Shunt** - A procedure to draw off excessive fluid in the brain. A surgically-placed tube running from the ventricles which deposits fluid into the abdominal cavity, heart, or large veins of the neck.

• **Silent Period** - A time during which EL students observe, gather and absorb information without speaking general pervasive mood of unhappiness or depression.
  - [http://www.everythings esl.net/inservices/pre_producti_silent_period_93415.php](http://www.everythings esl.net/inservices/pre_producti_silent_period_93415.php)

• **Social reciprocity** - The back-and-forth flow of social interaction.
- **Social security disability insurance (SSDI)** - Social security disability insurance benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who have paid into the system or has a parent who has paid into the Social Security system.

- **Spasticity** - An involuntary increase in muscle tone (i.e., tension) that occurs following injury to the brain or spinal cord, causing the muscles to resist being moved. Characteristics may include increase in deep tendon reflexes, resistance to passive stretch, clasp knife phenomenon, and clonus.

- **Spatial Ability** - Ability to perceive the construction of an object in both two and three dimensions. Spatial ability has four components: the ability to perceive a static figure in different positions, the ability to interpret and duplicate the movements between various parts of a figure, the ability to perceive the relationship between an object and a person’s own body sphere, and the ability to interpret the person’s body as an object in space.
  - [http://www.northeastcenter.com/brain_injury_glossary_spatial_ability.htm](http://www.northeastcenter.com/brain_injury_glossary_spatial_ability.htm)

- **State Schools** - State run residential schools for deaf and blind students.

- **Stereotyped behaviors** - An abnormal or excessive repetition of an action carried out in the same way over time. This may include repetitive movements or posturing of the body or repetitive movements with objects.

- **Student Study Team (SST)** - A group that evaluates a child’s performance, makes recommendations for success, and develops a formal plan; includes the classroom teacher, parents, and educational specialists; may make a recommendation for a special education evaluation; also called SAT or (Student Assistance Team, or S-Team)

- **Tactile Defensiveness** - Being overly sensitive to touch; withdrawing, crying, yelling or striking when one is touched.
  - [http://www.neuroskills.com/resources/T.php](http://www.neuroskills.com/resources/T.php)

- **Telescope** - To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.
  - [http://www.nagc.org/GlossaryofTerms.aspx](http://www.nagc.org/GlossaryofTerms.aspx)

- **Tennessee Early Learning Developmental Standards (TN-ELDS)** - Developed to provide documentation of the continuum of developmental milestones from birth through age five based on the research about the processes, sequences, and long term consequences of early learning and development; TN-ELDS for four year olds revised August 2012.

- **TESOL** - Teachers of English to Speakers of Other Languages - a National and professional association
  - [www.tesol.org](http://www.tesol.org)

- **Tiered assignments** - A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student’s level of understanding.
  - [http://www.nagc.org/GlossaryofTerms.aspx](http://www.nagc.org/GlossaryofTerms.aspx)

- **Tremor, Intention** - Course, rhythmical movements of a body part that become intensified the harder one tries to control them.
• Tremor, Resting - Rhythmical movements present at rest and may be diminished during voluntary movement.
  o http://www.neuroskills.com/resources/T.php

• Twice exceptional - A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD.
  o http://www.nagc.org/GlossaryofTerms.aspx

U
• Underachieving - A term used to describe the discrepancy between a student’s performance and their potential, or ability to perform at a much higher level.
  o http://www.nagc.org/GlossaryofTerms.aspx

V
• Verbal Apraxia - Impaired control of proper sequencing of muscles used in speech (tongue, lips, jaw muscles, vocal cords). These muscles are not weak but their control is defective. Speech is labored and characterized by sound reversals, additions and word approximations.
  o http://www.northeastcenter.com/brain_injury_glossary_verbal_apraxia.htm

• Visual Motor Skills - The ability to visually take in information, process it and be able to coordinate your physical movement in relation to what has been viewed. It involves the combination of visual perception and motor coordination. Difficulty with visual motor skills can result in inaccurate reaching, pointing and grasping of objects, as well as difficulty with copying, drawing, tracing and cutting.

• Visual Perceptual Skills: The ability to interpret and use what is seen in the environment. Difficulties in this area can interfere with a child’s ability to learn self-help skills like tying shoelaces and academic tasks like copying from the blackboard or finding items in a busy background.

• Visual tracking - Visually following an object as it moves through space.

W
• WIDA- The World Class Instructional Design Assessment organization is built around standards that focus on English language proficiency standards, research and assessments. This organization consists of 37 states and 2 U.S. territories (2014).

• WIDA ACCESS - the current English language proficiency assessment (ELPA) used in TN for English learners. An ELPA is federally mandated annually for all English learners.

• W-APT - the WIDA ACCESS Placement Test is the screener used to determine if non-English Language Background (NELB) students qualify for English as a Second Language (ESL) services.

• Word Retrieval Deficits - The cognitive act of selecting and using a known and understood word in isolation or during a conversation. Also called "word-finding," word retrieval difficulties impact everyone at one time or another; however a child with a word retrieval disorder experiences these problems frequently throughout the day. These impact the child’s ability to relay his/her thoughts and ideas effectively.
  o http://twomeyspeechtherapy.com/treatment-areas/language/word-retrieval-deficits.php